ANIMATING COMMUNITY SCHOOLS

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Alberta
EDUCATION

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ANIMATING COMMUNITY SCHOOLS

Revised Edition, 1983

AN ANNOVATED BIBLIOGRAPHY FOR USE IN
DEVELOPING PRACTICAL APPLICATIONS OF
THE COMMUNITY SCHOOL CONCEPT IN ALBERTA

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PREFACE

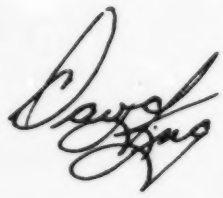
In May 1980, the Alberta Government announced an official Alberta Community School Programme Position. A Community School is one which is consciously oriented or dedicated to the community it serves.

The province is pursuing its Community School Programme Position on an interdepartmental basis. The Ministers involved in the initiative are Mary LeMessurier (Alberta Culture), Dick Johnston (Alberta Advanced Education), David King (Alberta Education), and Peter Trynchy (Alberta Recreation and Parks).

The Alberta Community School Programme Position has been carefully developed over a five-year period, and is administered through an Interdepartmental Community School Committee (IDCSC). The province is prepared to help schools and communities which have shown considerable commitment in planning and practice to the Community School concept.

Animating Community Schools is an annotated bibliography of books and films to be used by education and community members wishing to become more knowledgeable about the concept of the Community School.

It is our hope you will find the publication useful in the development of Community Schools in our province.



David King
Minister of Education
on behalf of the Ministers of the
Interdepartmental Community School Committee

Revised Edition, 1983

ACKNOWLEDGEMENTS

This bibliography was originally compiled by Cairine MacDonald in the summer of 1980, then edited and implemented in the winter of 1981 by Blanche Friderichsen. Sharon Melnyk updated the titles in regard to cost and availability from Alberta libraries and publishers in the summer of 1983.

It is intended to assist the operation of the community education process, a democratic process where people learn first, and on the basis of that learning, take action for the common good. A hope is that the community education process will be used in the development of Community Schools in Alberta.

Assistance from Alberta Education Communications Branch is gratefully acknowledged. This manuscript was typed and proof read by Judith Jones.

Brian Staples
Executive Director
Interdepartmental Community Schools
84 01 30

INTRODUCTION

Animating Community Schools is an annotated bibliography for use in developing practical applications of the Community School concept in Alberta. The 192 titles listed have been selected from over 350 books from the collections of the departmental libraries of Alberta Education, Recreation and Parks, Culture and Advanced Education, University of Alberta Education Faculty, University of Calgary and University of Lethbridge.

Materials included in this bibliography have been categorized to conform with the Government of Alberta's definition of a Community School. Many of the titles could have been included under more than one heading. Since developing a sense of community requires the greatest expenditure of effort - often for the least visible returns - and since this encompasses all of the other dimensions of Community School development, sense of community, the 10th characteristic of a Community School has been chosen as a kind of catch-all. Where the foreward or introduction to a title provided an accurate and concise capsulation, it was copied word for word. In addition, excerpts have been included from book reviews in the **Journal of the National Community Education Association**. Quotation marks have been omitted solely for reasons of format.

HOW TO USE THIS BIBLIOGRAPHY

Materials in the bibliography are arranged to fit with the ten characteristics ideally exhibited by Community Schools in Alberta.

A **TITLE INDEX** and a list of **PUBLISHERS' ADDRESSES** are at the end of the bibliography.

PURCHASING AND BORROWING: Prices have been given for books that are still in print. Titles for which prices have not been given can be borrowed by using the interlibrary Loan System at your local public library, or by visiting the library noted in the left-hand margin of the author/title in the bibliography. (See below for LOCATION SYMBOLS).

NOTE: Readers should be aware that, although verified in August, 1983, location and availability of the titles in this bibliography are subject to change. Also, titles may be available through other libraries or personal collections.

LOCATION SYMBOLS

(Numbers are shown at the far right of each title throughout this text to indicate the Library Facility in which they may be found).

1 - Alberta Advanced Education Library
2 - Alberta Culture Library
3 - Alberta Education Library
4 - University of Lethbridge Library
5 - Alberta Recreation and Parks Library
6 - University of Alberta, Faculty of Education Library
7 - University of Calgary Library
8 - Dr. Glyn Roberts, Faculty of Education,
University of Calgary (Phone 284-6440)

* Indicates a highly recommended book.

INFORMATION ON LIBRARIES

1. **ALBERTA ADVANCED EDUCATION LIBRARY**
   9th Floor, Devonian Building
   11160 Jasper Avenue
   EDMONTON, Alberta
   PHONE: 427-5590
   - interlibrary loan
   - loan period: two weeks
   - exceptions: contact library staff

2. **ALBERTA CULTURE LIBRARY**
   11th Floor, C.N. Tower
   10004 - 104 Avenue
   EDMONTON, Alberta
   PHONE: 427-2571
   - interlibrary loan or direct loan
   - loan period: one month
   - exceptions: upon request

3. **ALBERTA EDUCATION LIBRARY**
   4th Floor, Devonian Building
   11160 Jasper Avenue
   EDMONTON, Alberta
   PHONE: 427-2985
   - direct loan with identification and a telephone number
   - loan period: one week

4. **THE UNIVERSITY OF LETHBRIDGE LIBRARY**
   4401 University Drive
   LETHBRIDGE, Alberta
   PHONE: 329-2263
   - interlibrary loan
   - loan period: two weeks
   - extramural cards providing two week borrowing privileges are available at the discretion of the University Librarian

5. **ALBERTA RECREATION AND PARKS LIBRARY**
   10405 Jasper Avenue
   EDMONTON, Alberta
   PHONE: 427-7638
   - interlibrary loan
   - loan period: two weeks

6. **THE UNIVERSITY OF ALBERTA**
   Herbert T. Coutts Library
   EDMONTON, Alberta
   PHONE: 427-3770
   - application for special borrower's card may be made at Circulation Office, Cameron Library
   - loan period: two weeks

7. **THE UNIVERSITY OF CALGARY LIBRARY**
   2500 University Drive N.W.
   CALGARY, Alberta
   PHONE: 284-5965
   - residents of Southern Alberta may apply for special borrower's card at main circulation desk
   - loan period: minimum of two weeks

COMMUNITY SCHOOL

A Community School is a school where, with the endorsation of the School Board in co-operation with other local authorities and on behalf of the community, there is a formal commitment to the use of the educational process for both individual **and** community betterment. There is also a formal commitment to consciously orient the school to the community it serves. By design, a Community School ideally exhibits the following kinds of characteristics:

1. **COMMUNITY RELATED CURRICULUM**
   Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.

2. **INVOLVEMENT OF PARENTS**
   There is an effective involvement of parents and other interested people in helping to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate voluntary service.

3. **COLLEGIALITY**
   A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.

4. **EVERYONE A TEACHER**
   The faculty includes teachers, working in cooperation with each other, and community adults and students.

5. **EVERYONE A LEARNER**
   Although the education of the young is a priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.

6. **INTERAGENCY COOPERATION**
   The school regards itself as an integral part of the total community education system. The school co-operates with other community organizations and agencies to provide comprehensive educational, recreational, cultural, and social services to people in the school attendance area.

7. **FACILITY ADAPTATION**
   School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

8. **COMMUNITY USE**
   The school facility is available for educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities might be scheduled at any time during each operational day.

9. **COMMUNITY ISSUES**
   The school, by policy, encourages a constructive study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

10. **SENSE OF COMMUNITY**
    The school has a vital stated goal which is to foster a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

To truly know a thing one must experience it. To understand other people one must come into contact with their lives and see their deepest needs. Then one can teach with true sympathy and what one has to give is well received.

I. Ching

Beyond the Classroom Walls - Community Schools in Alberta **3,4,7,8**
Alberta Education; Audiovisual Branch (Film) or ACCESS (Videotape), 1979

A thirty minute film released by ACCESS Alberta in January 1980, which provides a useful overview of the community school concept and the way it is being implemented in rural and urban Alberta. The film was shot in twenty-one schools from around the province - located in centres varying in size from cities like Edmonton and Calgary to smaller centres like Sherwood Park and Thorsby. They extend from Fort McMurray to Pincher Creek, and from Banff to Brownfield. View this film **before** you use any of the other resources in this bibliography.

The 3 R's and the New Religion **6**
Boles, H. $4.75
Pendell Publishing Company, 1973

This book makes its point by using cartoons extensively and thus is easy to dismiss as frivolous. However, it is worthwhile reading. H. Boles suggests ways of rethinking the purposes and methods used in schools - it is his view that the 3 R's are outdated and the tendency is to treat education as the new religion, a panacea for all ills. Rather, he urges schools to work with other agencies to do a better job of educating people of all ages.

1980 Plus: Community, Participation and Learning **3,8**
Bremer, J., editor
Education Department of Victoria Publication, 1979

A six volume series based on the process and proceedings of the Third International Community Education Conference, which was held in Melbourne, Australia during August of 1979 under the title "Here Come the '80's! Community, Participation and Learning". The six volumes address the question Who? How? Where? What? and International Why? Well worth pursuing - some valuable insights and practical suggestions.

Open Doors: A Community School Handbook **2,3,6,8**
Gayfer, M.
Ontario Ministry of Education, 1976

A collection of articles about community school projects in Ontario. Contains ideas, suggestions, definitions, warnings and advice from educators and citizens involved with community schools. Good background reading.

The Role of The School in Community Education **4,5,7**
Hickey, Howard, et al. $9.35
Pendell Publishing Company, 1969

A symposium of brief articles by twelve authors who represent the "who's who" of community education in the United States. This book was intended as a textbook and handbook for school and community leaders. Ernest Melby outlines the societal need for community education; Robert Berridge partially traces the historic development of the community education philosophy; Jack Minzey and Clarence Olsen overview the meaning of community education. The rest of the chapters deal with community school administration, relations with other agencies, methods of developing advisory groups, surveys of needs and problems, staffing and training, financing, facilities, daily programming, and research and evaluation.

Education 11 Revisited: The Social Imperative **4,7,8**
Kerensky, V.M. & Melby, E.O.
Pendell Publishing Company, 1971

This future-oriented concern for the improvement of society through community education is both sociological and philosophical in its analysis and recommendations. The authors demonstrate that a social revolution has occurred; that we are evolving from Mankind 1 to Mankind 11 - a new phase in human history which demands new qualities and new characteris[illegible]s in the education system. Education 11 is, therefore, the social imperative, and it is essential to move into that new state now. First step is to abandon several basic assumptions underlying the old Education 1: that some children will inevitably fail; the schoolroom is the child's entire education; knowledge is the end of education; and present administrative practices are satisfactory. Attacks on these long-held assumptions are well documented and dealt with in depth. In Eduation 11 the power of the self concept becomes a key motivator to effect learning. All the agencies and resources of the community contribute to education

as the whole community becomes education centered for people of all ages, interests and abilities. This is one of the classical works in community education and is recommended reading for school principals and for those wishing to understand the philosophical base of community education.

Community Schools **3,7,8**
Schofield, D.
National Association of Elementary School Principals, 1974
(School Principal Leadership Digest Series)

By making educational opportunities available to all segments of society, the community school narrows the gap between "in school" experience and "real world" experience. This analysis of the research outlines the history and implementation of the community school concept and its relationship to that of community education. Ways to insure full community utilization of the school through curriculum and facility design are investigated. The administration and staffing of the community school are outlined; and potential funding sources are listed. This provides a thorough overview of the concept - it is not a "How-To" resource, but is preferable to wading through numerous books on the subject for the same content.

School And Community in The Third World **3,6,7**
Sinclair, M.E. $30.00
Croom/Corpus 1980

Focuses on innovations in school programmes which involve the pupils in practical activities, whether in agriculture, crafts or nutrition and health. It reviews and appraises six past "relevance" programmes: Mexico's Rural Schools, Turkey's Village Institutes, Sandhian Basic Education, the Philippines Community Schools, the 1950's Tanganyika Agricultural Programme and the Rural Education Centres in Upper Volta. It looks in depth at these experiments and assesses the variables internal and external to the school which made for success and failure. It draws out in fine detail the implications of past relevance programmes for current educational innovations under the changed conditions of mass schooling and soaring public cost.

Southern Alberta Community Education Conference Proceedings **3,7,8**
University of Lethbridge, 1975

An Alberta Perspective - some of this material is already outdated, but the views of many of the people who helped develop community education in Alberta are represented.

The Community School: **6**
Basic Concepts, Functions and Organization
Totten, W.F. & Manley, F.J.
Allied Education Council, 1969

This community school primer is highly American in orientation, but does give an overview of community education.

1. COMMUNITY RELATED CURRICULUM

The basic educational competencies are enhanced by relating these to real life situations in the community in which the school is located. Intense study of the local community becomes a springboard for study of life in other communities and the world. Study of the community in the community is an integral aspect of this emphasis. Such study will use available community facilities and resources, and include work and community service planned for educational outcomes.

> *We think in terms of getting a skill first, and then finding useful and interesting things to do with it. The sensible way, the best way, is to start with something worth doing, and then, moved by a strong desire to do it, get whatever skills are needed.*
>
> *John Holt*

I) COMMUNITY AS CURRICULUM

> *A simple rule of thumb ought to be: Whenever you can do a thing better in school, or a place called school, that's where you do it. If you can do it better "out there", you do it out there.*
>
> *J. Lloyd Trump*

A Teacher's Handbook for Study outside the Classroom **3,4,7**
Brehm, S.A. $4.95
Charles E. Merrill Publishing Company, 1969

Brehm views field trips as extensions of classroom learning - they are "an integral part of the educational planning a teacher must make for the growth and development of the children in her classroom . . . employed to meet the particular objectives of a planned programme of learning." This book will assist teachers with selection, planning, implementation and evaluation of field trips. Particularly useful are sections on types of investigations outside the classroom, places to visit in the community (complete with major concepts to be brought out on the field trip) and the contribution of resource personnel. Of particular relevance for elementary teachers.

Alternative Schools: Why, What, Where and How Much **3,6,7**
Broad, Lyn
National School Public Relations Assoc., 1977

A detailed look at the alternative schools, most of which have some community orientation, with a review of some of the "**classic**" programmes - Parkway, Walkabout - and practical suggestions for implementation.

Educational Accountability: Beyond Behavioural Objectives **3,4,6,7**
Combs, A.W. $2.50
Association for Supervision and Curriculum Development, 1972

Argues for a more humanistic approach to education - useful in relation to evaluation of community oriented curriculum.

Field Trips and How to Make Sure Your School Gets the Most Out of Them **3,4**
Cultice, W.W.
Prentice-Hall, 1967

A practical overview of the administration of field trips - no suggestions on where to go but many ideas on how - from planning through to evaluation, with tips on financing, safety . . .

The New Secondary Education: A Phi Delta Kappa Task Force Report **3,4,6,7**
Gibbons, M. $5.00
Phi Delta Kappa, 1976

Maurice Gibbons calls for changes in the way young people are prepared for complex life tasks. This forceful statement of support for experience based learning is valuable supplementary reading for those who believe that learning experience in the community must supplement and extend the traditional school curricula. Of particular interest is the chapter entitled "**Is Eleusis community school the model we seek?**"

The Community is the Classroom **4,7**
Irwin, M. & Russell, W.
Pendell Publishing Company, 1971

"The content of the curriculum, centering around life in the community and community problems, encompasses a multidisciplinary approach and requires a wise utilization of resources." Specific examples in this book are taken from community centered instructional programmes for children. The "how-to" of introducing a community centered curriculum, planning it and carrying it into action are described in detail. A final chapter suggests in-service programmes that will help teachers become oriented to a community centered curriculum.

Assessing Your Community With Overlay Maps
Levy, Marc **$1.50**
Pendell Publishing Company, 1979 (How To Series)

The purpose of this booklet is to explain the method of overlay maps for use by community groups interested in gaining insights and information about their communities. The first section presents a detailed five-step process for developing an overlay map. The second section briefly discusses the CRIB and includes an annotated bibliography.

Education and Community: A Radical Critique of Innovative Schooling **3,4,6,7**
Oliver, D. **$20.50**
McCutchan, 1977

This is a brilliant and - **yes** - radical, approach to education - highly recommended but not for the casual reader. Rather than communitize the schools we must build communitarian settings. How might a teacher who embraces a communitarian vision of society spend his or her life? The essence of that strategy is that educators spend their energy in three ways:

1. Revising curricular content so as to stop glorifying the utilitarian view of nature, man and society; and creating a new view of how man might inhabit this planet.
2. Searching for significant, albeit fragmentary experience for oneself and students which would be consistent with the communitarian idealogy.
3. And finally, participating in building "neighbourhoods" or neighbourly places quite apart from the school.

School and Community
Olsen, E.G.
Prentice-Hall, Inc., 1945

One of the classic works in the field of community study and service in school programmes. Discusses ten bridges between school and community - resource visitors, interviews, field trips, surveys, extended field studies, school camping, service projects, work experience. A useful analysis of the problems to be faced.

Living and Learning for Credit **3,6,7**
Shoup, B. **$4.50**
Phi Delta Kappa, 1978

As Robert Barr states in the foreword, this book is designed to help "teachers and administrators open up classrooms to the vast learning opportunities outside the school". It is written by a teacher and is filled with the nuts and bolts kinds of things teachers and administrators so desperately need to know - everything from learning contracts to how to deal with legal liability. It is filled with stories and descriptions of activities that worked and "red alerts" to avoid. This readable volume describes the tried and true methods of community based learning - field trips, guest speakers, community classes, internships, group service projects, community action projects, "foxfire", walkabout and exchanges. There are also sections dealing with roadblocks, places, faces and travel tips. The latter alludes to Shoup's belief that "the road is open and inviting, if at times a little rocky". Those wishing to experiment will find tips on borrowing ideas, creating a resource file, learning when and how to compromise. There is an excellent balance between the underlying goals and philosophy of community oriented curriculum and practical suggestions drawn from Shoup's experience.

The Teacher and the City 3,4,6,7
Symonds, H., editor $4.95
Methuen Publications, 1971 (Urban Studies Project)

This Canadian approach to urbanization is a valuable resource for teachers. Learning experiences are designed around broad themes: The city is organic in nature; The city is the people; The city is a system - within systems; The city is a work of art; The city is a way of life - a state of mind. While there is considerable emphasis on using the community as a classroom, diverse approaches are examined. Over half the book is devoted to suggested lessons, purposes, objectives, lesson organization and follow-up activities. Most have applications for both elementary and secondary schools and are based on the premise that "the city can be taught through art, economics, geography, history, home economics, literature and theatre, science and mathematics, political science and sociology."

The Greening of the High School 3,4,8
Weinstock, Ruth, editor $2.00
Educational Facilities Laboratories, 1973

Reports on a conference held to determine how to make secondary schools more healthy. Discusses community oriented curriculum, including descriptions of several extant programmes, and devotes an entire chapter to facility design including floor plans. Provocative and worthwhile.

The Community as Textbook 3,6,7,8
Williams, C.M. $0.75
Phi Delta Kappa, 1975

Williams believes that every community is a learning laboratory. To use the local community, the teacher must know the resources and what the resources can do. Following advance planning, the use sequence will be: selection of the resource; preliminary arrangements; teacher-student planning and preparation; student experiences with the resource; checking and follow-up; evaluation. Each of these steps is discussed in some detail.

Yellow Pages of Learning Resources 3,4,7
Wurman, R.S., editor $2.95
Group for Environmental Education, 1972

The purpose of the Yellow Pages is to turn people on to learning in the city and to assist them in taking advantage of the wealth of available learning opportunities. It includes information on selection of first hand learning resources, avenues to follow to make these resources accessible, and then encourage readers to "extend their entrepreneurial abilities to locate and utilize additional resources - to learn to learn."

From the beginning, and sometimes even with the best of intentions, society conspires to rob the child of his own experience.

Children who learn too well are those most cheated by their education.

Persistently creative children retain wide, sloppy margins for unlearning, o'erleaping and transforming.

Adele Wiseman

* * * * *

You are afraid to see him spending his early years doing nothing. What? It is nothing to be happy - nothing to run and jump all day? He will never be so busy again all his life long.
Rousseau

* * * * *

Experience is not what happens to a person - rather experience is what a person does with what happens.

A. Huxley

II) COMMUNITY SERVICE

I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve.
Albert Schweitzer

Action Learning: Guidelines for Student Community Service Projects **3,4,6,7**
Aronstein, L.W. & Olsen, E.G. $2.50
Association for Supervision and Curriculum Development, 1974

Aronstein and Olsen see action learning projects as "comprehensive school-community improvement programmes within which all kinds of significant learning can take place." Such projects are justifiable only if "they result in superior educational experience for those who participate in them." To this end, practical guidelines for planning, implementing and evaluating projects are provided. This process is illustrated by a step-by-step description of an extant community service project.

Community as Classroom **3,6,7**
Mang, L. $2.50
Learnxs Press, 1978

A Canadian view of social service projects that are beneficial both to those providing the service and to those receiving it. Many other resources are listed.

New Roles For Youth in The School and Community **3,6,7,8**
National Commission on Resources for Youth $5.95
Citation Press, 1974

This book describes a wide variety of innovative projects which involve youth making significant social contributions. It is divided into seven chapters that describe youth in the following roles: as curriculum builders; as teachers; as entrepreneurs; as community problem solvers; as communicators; as resources for youth. This book is consistently referred to by the innovators in the field - McClure, Wigginton ...

Education For Citizen Action: Challenge For Secondary Curriculum **3,4,6,7**
Newmann, F.M. $15.95
McCutchan, 1975

Fred Newmann argues that most people do not have an impact on public affairs or even get involved because a feeling of personal incompetence. He stresses the need for developing citizen competence and outlines a secondary curriculum to work toward that end. He also anticipates issues in the programme and environment of secondary schools that must be faced if the proposed curriculum is to be implemented.

25 Action Learning Schools **3,4**
National Association of Secondary School Principals, 1974

The introduction provides a good overview of action learning, which is defined as "the opportunity for students to participate in society as paid or volunteer workers." The 25 projects are briefly described.

III) EXPERIENCE BASED LEARNING

Experience based learning combines the best elements of academic classroom learning with the test of learning by doing. It broadens the base of the classroom to make the whole community the learning environment. It places young people - at a critical stage in their personal development - in the real world alongside adults ready to treat them as peers.

L. McClure

Career Education in the Middle/Junior High School **3,4,6**
Evans, R.N., Hoyt, K.B. and Mangum, G.L. $6.95
Salt Lake City, Utah: Olympus Publishing Company, 1973

This volume was written in response to the need for the concept of career education to be fleshed out with "how to do it" suggestions. Topics addressed include approaches to career education in the basic academic classroom, and work, simulated work and work observation. There are tips on organizing the career education programme and some discussion of current innovations.

Career Education Survival Manual: A Guidebook for Career Educators and Their Friends **3,6**
McClure, L.
Olympus Pub., 1975

This manual is not, and does not pretend to be, a complete guide to career education. Rather, it is designed for practitioners who are beginning to develop their own concept, to give them "a fast general overview of what people say career education is and how they're going about it . . . to underline some significant career education concepts and issues."

Experience-Based Learning: How to Make The Community Your Classroom **3,4,6,7**
McClure, L., Cook, S.C. and Thompson, V.
Portland: Northwest Regional Educational Laboratory, 1977

This book is one of the most practical resources available to use in the design and implementation of community oriented curriculum. It shows how "off-campus learning opportunities can be opened up for students - whether you live in a metropolitan center, small city or isolated town" and answers the questions:

How is experience-based learning different?
How do you structure it?
How can you link community resources with student projects?
How do you write student projects?
How do you locate resource people and involve them in experience-based learning?
How do you manage the process?

The entire approach is based on research - "the procedures were developed and tested by teachers who have broadened their concept of what education is by using the community as their classroom." The book includes information on writing a journal, community site exploration, learning projects . . . The sample forms for task analysis, student profiles . . . are useful tools. Every high school should purchase several copies - for direct application to work experience, community service and career education and to stimulate thought in all subject areas. Teachers who have an interest in community oriented curriulum will want to take a look at this book regardless of the grade they teach.

Companion volumes from the Northwest Regional Educational Laboratory:

Student Guide to Writing a Journal

Student Competencies Guide: Survival Skills For a Changing World

Student Record of Community Exploration

The Community Resources Person's Guide to Experience Based Learning
(see description under #4 EVERYONE A TEACHER)

Career Education: What It Is And How To Do It **1,3,6,7**
Hoyt, K.B., Evans, R.N., Mackin, E.F. and Mangum, G.L. $5.95
Salt Lake City: Olympus Publishing Company, 1974

Good background on "what it is" - compliments "how to do it" of Experience-Based Learning: How to Make The Community Your Classroom.

Life-Centering Education **4,5,6,7**
Olsen, E.G. and Clark, P.A. $14.25
Pendell Publishing Company, 1977

The authors believe that "until the heart of the curriculum is essentially life centered, we will not have achieved true community education." They approach basic issues with four major assumptions: all life educates, not just schools; the goal of all education is to educate people better for better living, for a better community, for a better world; the schools must often lead the community into co-operative development of educational policies and programmes; and the major concerns of life today should become the core of the curriculum. This is not a practical "How to do it" approach, but does discuss in depth the need for a curriculum which is based on "enduring life concerns and related problems of living."

IV) FOXFIRE - CULTURAL JOURNALISM

Programmes like foxfire give students an intimate knowledge of their community, out of which the commitment to the future grows; and they give students a working knowledge of the mechanisms by which tasks get done in any community and in ways acceptable to the majority of those concerned.

The Foxfire Books **3,4,6,7**

The foxfire is a little organism that glows in the dark, and so it is with this series of books by students in the foxfire programme. Although the books themselves consist primarily of articles extracted from a magazine run by students as part of their high school curriculum, the introductions by Wigginton provide valuable insights.

The Foxfire Book $7.95
ed. by Eliot Wigginton, Doubleday, 1972

"English, in its simplest definition, is communication - reaching out and touching people with words, sounds and visual images. We are in the business of improving students' prowess in these areas. In their work with photography, text, layout, make-up, correspondence, art and cover design, and selection of manuscripts from outside poets and writers - to say nothing of related skills such as fund raising, typing, retailing, advertising and speaking at conferences and meetings - they learn more about English than from any other curriculum I could devise. In the process, students gain an invaluable, unique knowledge about their own roots, heritage and culture."

Foxfire Two
ed. by Eliot Wigginton, Doubleday, 1973 $9.95

"The purpose of schools must be to help our kids discover who they are, their loves and hates, and the stance they are going to take in the face of the world. It becomes our responsibility as teachers to put them in situations where this testing can go on: to create for them memorable experiences that they will carry with them like talismen and come back to touch a thousand times during the course of their lives."

Foxfire Three
ed. by Eliot Wigginton, Doubleday, 1975 $9.95

Their attempt to maintain the integrity of the programme while coping with recognition and success:

"Your project prospers. Your name is in lots of papers . . . and a kid stands before you, scuffing his feet at something imaginary in the dirt, and says, "Gee, you're not around much anymore." Are you still successful? Is that success?"

Foxfire Four
ed. by Eliot Wigginton, Doubleday, 1977 $9.95

The addition of components to broaden the programme - a furniture industry, weekly cable TV programmes, an archive of traditional music, recordings . . .

"We are not - and must not be - isolated if we are to grow . . . for those intersections in our lives, if welcomed, lead us on in ways we could never have mapped in advance."

Foxfire Five
ed. by Eliot Wigginton, Doubleday, 1977 $9.95

The need for empowerment - to create people who are part of the solution instead of part of the problem.

"Programmes like Foxfire build on and reinforce the basic academic skills . . . by putting those skills to work in the real world. But more than that, they also build students' self-confidence and conviction of self-worth; they give the students . . . a working knowledge of the mechanisms by which tasks get done in any community and in ways acceptable to the majority of those concerned."

Moments: The Foxfire Experience 3,6
Wigginton, E.
Institutional Development and Economic Affairs Service, 1975

This volume was written for teachers - to explain the Foxfire programme and caution against abuse of the underlying philosophy - that **process** is more important than product. The learning process is described as a series of touchstones - gaining skills and confidence; growing, reinforcing, checking bases; beyond self; independence. This is more of a chat with the author than a guide of the how-to variety. Introductions from the first three Foxfire books are included.

You and Aunt Arie: A Guide to Cultural Journalism Based on Foxfire and Its Descendents 3,6
Wood, P.

This book was written to help students explore journalism in the context of their own culture. It discusses skills and techniques needed to produce a magazine - more important, it catches and transmits the excitement generated by Foxfire.

2. INVOLVEMENT OF PARENTS

There is effective involvement of parents and other interested people in helping to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate (voluntary) service.

The matter of parent participation in schooling is linked with the future of our democratic way of life.

School and Community Report: Australia

I) COMMUNITY COUNCILS

. . . It is an irresponsible society which permits, usually by default, education to be left up to educators.

H. A. Wallin

Strengthening School-Community Relations **3,6**
Byrne, R. & Powell, E.
National Association of Secondary School Principals, 1976

This book contains a wealth of practical information for the school administrator who is interested in a public relations programme characterized by "honesty, candor and plain talk, rather than the convoluted language of the quasi-professional." Byrne and Powell outline the essentials of a sound communications programme and warn of the obstacles to effective community relations. As one of these is resistance from the teaching staff, one section is devoted to practical suggestions for involving the staff and the students. Of particular interest are the sections dealing with community analysis and community involvement. There is a strong emphasis on administrative leadership. For example, in his dealings with the community council, it is "the administrator's task to guide interaction through three basic levels of development - the involvement level, the working level and the recommendation stage." A practical resource for all community school principals!

Advisory Committees in Action: An Educational/Occupational/Community Partnership **1,3,6,7**
Cochran, L. H., et al.
Allyn and Bacon, 1980

This book is specifically designed for advisory committees for vocational education but is useful reading for those wishing to establish parent curriculum committees. Seven major functions are described: curriculum content advisement; equipment, facilities and instructional resources review; community resource co-ordination; career guidance and placement services; programme evaluation; community public relations; and professional development. Although this book is fairly heavy on theory, it also contains practical suggestions and includes sample worksheets.

The Community Council: A Reaffirmation of The Democratic Ideal (film) **3,4**
Charles Stewart Mott Foundation, 1976 $200.00; $50.00 to members of N.C.E.A.

22 min., sound-color, 16 mm film; 10 min. filmstrip and sound cassette tape; discussion guide; workbook; and brochure; all depicting the development of a community council. The formation of a council, facilitation by the coordinator, and development of internal leadership is explained. Main focus is a five-step problem-solving process: assess needs; identify solutions; organize for action; carry out action; evaluate the action and continue, change, or end the programme.

Community Involvement For Classroom Teachers **4**
Community Collaborators, 1979 $2.95

This collection of articles provides a theoretical basis to support the concept of community involvement and practical methods to implement basic elements of community involvement to enhance the learning process in the K-12 programme. Specific topics covered are: classroom volunteers, utilizing resources, and home visitations. Selected information sources and a list of publications for promotional and instructional use are listed.

The People and Their Schools: Community Participation **6,7,8**
Fantini, M.D. $0.75
Phi Delta Kappa, 1975 (Fastback Series No. 62)

A useful analysis of the current state of the art. Lengthy analysis of the problem, which Fantini characterizes as a need for reform directed toward linking and integrating the school with other educational environments in the community - "to expand the framework of public institutions through

increased diversity, options and choice." The solution is co-operative participation - a coalition of parents, students, teachers and administrators. There is a "clear call for statesmanlike leadership from all persons of good will," but there are no simple solutions.

The Universal Traveler: A Soft-Systems Guide to Creative Problem-Solving and The Process of Reaching Goals. **6**
Koberg, Don & Bagnall, Jim
Wm. Kaufman, 1976

A detailed, entertaining guide to creative problem-solving, and tools such as games, language guides, references, checklists and index.

Putting Citizen Advisory Committees to Work in Your School **1,3**
Marlow, F.M.
Prentice-Hall, 1969 (Successful School Administration Series)

This book was written as a guide for administrators, school board members and interested citizens regarding the organization, functions and purposes of citizen's advisory committees. As such, it is a good resource. Of particular interest are the appendices, which document the level of sophistication which can be attained by advisory committees which are functioning effectively.

The Community Council: Its Organization and Function **3,5,8**
Nance, E.E. **$1.50**
Pendell Publishing Company, 1975 (Community Education How To Series)

This booklet contains all the information required to establish a community council - even better, the basics are condensed into the first fourteen pages! The community council is a "mechanism by which citizens will begin to analyze their situation and then determine future directions." In establishing such councils, it is important to determine the type of involvement, the selection process, membership, terms of office, and role and function. Each of these are discussed in some detail. Particularly helpful are suggestions regarding functions related to the school and the community and some of the considerations for effective functioning.

The Open Partnership: Equality in Running The School **3,4,6,7**
Ryan, C.
McGraw-Hill, 1976

Fairly theoretical - addresses the role to be played by school boards, administrators, teachers and the community. Useful background and practical appendix.

Related information can be found under **Community Issues** and **Sense of Community**.

II) PARENT ADVISORY COUNCILS

As those most vitally concerned with the total well being of their child, parents have the right to be involved and can be a source of strength and support. It is time to develop an educational structure which will encourage and channel this support!

C. L. MacDonald

Partners: Parents and Schools **3,4**
Brandt, R.S., editor **$4.75**
Association for Supervision and Curriculum Development, 1979

The authors review some of the premises and practices of parent participation, they analyze the assumptions, report on parents' perceptions and suggest ways the relationship might be more productive. Sections of particular interest are: families as educators of their own children; parents and other citizens in curriculum development; and the changing role of parent groups in educational decision making.

Working Together: A Guide to Parent Involvement **4,6**
Coletta, A. J. **$12.95**
Humanics, Ltd., 1976

Discusses reasons for parent involvement and looks at modern pressures, decline of gains, public alienation, importance of parents and research results. Designed primarily for the principal or teacher establishing a programme - useful background reading but very biased toward professional control.

Between Parent and School **3,6,7**
Kappelman, M. M. & Ackerman, P. R. $8.95
Dial Press, 1977

This book is highly recommended by Education Advisory. "The handbook for all parents who want to be 'insiders' when it comes to dealing with their child's school and influencing the actual quality of their child's education, from the elementary grades up to high school." The authors explain the roles of the 'insiders' and suggest methods of dealing more effectively with school personnel. In the section entitled "Parent Power" there are several chapters: becoming a parent advocate; helping many children, not just yours; educational jargon and educational games; the rights of parents and children; and the parent-child-school team - the parent's role. The authors also suggest four ethics for child advocates:

1. Make sure the goals you set for your child are truly objective ones.
2. To obtain needed services for your child, don't rob another child.
3. As you advocate for your child, advocate for all children who share his/her needs.
4. Let the changes you make be as gradual as possible, giving credit to the people who must institute them.

This book was written primarily for parents with learning disabled children, but has a great deal to offer to all parents and allows teachers and administrators to look at the view from "outside". Parent advocacy is a basic component of the community school - participation and co-operation are encouraged and thus confrontation is avoided.

Parent Guide to Education **3**
Education Advisory, December, 1979

Education Advisory is meant for those parents who want to ensure and maintain participation in the education of their children. The motivation behind starting Education Advisory was three-fold:

1. To put in writing what parents have learned about effective involvement in their children's education and in their schools.
2. To pass on this information to other parents so that frustration does not cause them to quit, nor "reinventing the wheel" to cause them to waste precious time in pursuing a good education for their children.
3. To make parent involvement an enduring and essential feature in education, not just another passing fad.

This particular issue, **Parent Guide to Education**, consolidates most of what they know about the subject and provides an excellent reference and action guide. This issue is designed to help parents become more involved with their child's education; to help parents become genuinely involved with the education system designed to serve them; the equip parents to participate in the informed public discussion about schools and about education in general; and to assist others who are interested in the why's and wherefore's of parent involvement in education. The guide tells parents how to organize a parent group, with or without the help of the principal; review a school's philosophy, goals and programmes; improve communication between the school and the home; and get legislators involved in encouraging parent involvement.

About Schools: What Every Canadian Parent Should Know **3,4,7,8**
Stamp, R. $6.95
New Press, 1975

A look at parent participation in Canada, with many specific references to Alberta. Good background and some excellent examples under the following headings: Barbarians at the gate; Parent and teachers: allies or adversaries?; Community relations begin at the classroom level; Parent volunteers to the rescue; Parents' associations are alive and well; The Community school and community education; Let's give parents a choice of schools; Alternative schools in action; You can start your own school; Looking ahead: education is everybody's business.

III) PARENT/TEACHER CO-OPERATION

I am afraid of the gradual erosion of support for the school system that occurs when ordinary people, through lack of knowledge and misunderstanding of methods and objectives, join in with, or at least fail to discount in their own minds, the attacks that, in the nature of things, will always be made on the school system.
Honorable T. Wells

How Parent-Teacher Conferences Build Partnerships 3,4,6,7
Canady, R.L. & Seyfarth, J.T. $0.75
Phi Delta Kappa, 1979 (Fastback Series No. 132)

Discusses the teacher's role in planning and carrying out successful parent-teacher conferences at the elementary level. Many practical examples.

A Community Convention of Parents '79 3
Toronto Board of Education, 1979

A complete report on a convention attended by over 1,000 parents - discusses history, planning, an overview and concludes with a list of statements which came out of the sessions. A must for those planning conferences for parents.

Parent Conferences in The Schools: Procedures for Developing an Effective Partnership 3,4,6,7
Losen, S. & Diament, B. $21.95
Allyn & Bacon, 1978

Highly recommended by Education Advisory: "a must textbook - helps teachers be effective in parent-teacher relationships and deal with parents on a co-equal basis."

Guidelines to Parent-Teacher Co-operation in Early Childhood Education 3,6,7
Newman, S.
Book-Lab, 1971

A practical programme for developing curriculum experiences in early childhood education by means of parent-teacher curriculum workshops and home supported activities such as school-home communications - weekly letters, positive notes, greeting cards - classroom visiting, parent involvement in the classroom, with trips and home visits by the class.

Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parent and Staff of Child Development Centers 3,4
Wilson, G.B. $12.95
Humanics, 1974

Many exercises in this workbook are useful, particularly those in the section entitled working together to develop the programme. This discusses volunteering, group planning and developing the school programme - goals for the school/curriculum for the school.

IV) SCHOOL/COMMUNITY RELATIONS

Firstly, tell'em what you're goin' to tell'em; then tell'em; then tell'em what you've tole'em.

Unknown

Improving Your School-Community Relations Program 1,3,4,8
Fusco, G.C.
Prentice-Hall, 1967

Fusco believes that an effective school-community relations programme "requires twin efforts: to raise the level of public understanding through information programmes, and to enlist community support by drawing citizens into meaningful participation in school affairs." The following steps are recommended: define the needs; develop the goals; identify the objectives; organize appropriate programmes and activities following consideration of alternate approaches; and mobilize school and community resources to carry out the programme. To assist in this process, there are major sections dealing with organizing the programme (including a useful inventory of publics to be served), working with organized groups and using communication media wisely. Particularly applicable to the traditional school moving toward community relations.

Effective Public Relations for Community Groups 5
Levine, H. & Levine, C.
Galloway Publications, 1969

A practical approach to public relations prepared "to give non-professionals in public relations sound professional advice." Topics include: planning a public relations programme; publicity; newsletters and brochures; advertising, direct mail and displays; writing for public relations; recruiting members; raising funds; presenting special events; facing a crisis. Useful for those responsible for public relations.

Press and Community Relations: What Every School Board Member Should Know 6
Movshovitz, H.
New Jersey School Board Association, 1975

Although the emphasis is on community relations rather than community involvement, this is an excellent resource for those charged with responsibility for working with the media.

101 Activities for Building More Effective School Community Involvement 4,6
Rich, D. & Mattox, B.
Home & School Institute, 1976

The title says it all - designed to help educators reach out from the schools to build more creative, positive educational partnerships.

Public Relations Handbook For Community Education 5
Russell, Diane
Pendell Publishing Company, 1976 (How To Series)

Seven specific objectives for establishing a good public relations programme are explained. The Community is analyzed in light of public relations. 14 P.R. channels are discussed, including themes, logos, slogans, telephone calls, personal visits, informal groups, displays and exhibits as well as more traditional ones. Timetable, budgets, training for, and evaluation of P.R. are discussed. A bibliography is included.

Public Relations: A Team Effort 4
Walker, J.E. & Perez, R.L. $2.00
Pendell Publishing Company, 1976

Brief, entertaining guide for preparing news releases, newsletters, brochures, and radio and television announcements. Brief discussions of P.R. with different members of the community and some tips are given.

V) VOLUNTEERS

We live in a society that depends upon many kinds of volunteers - some who give time, some who give money, some who give freely of their special skills and talents, full-time or part-time. If we look closely we will see that almost everything that matters to us, almost anything that embodies our commitment to the way human lives should be lived and cared for, depends upon some form - and most often many forms - of volunteerism.

Margaret Mead

Parent Volunteer Programmes in Early Childhood Services: A Practical Approach 3,7
Brock, H.C. $5.95
The Shoe String Press, 1976

Good resource on the implementation of a volunteer programme - specific suggestions on orienting staff, obtaining a parent co-ordinator, public relations and recruiting, screening and placement, orientation and training and recognizing volunteer service. Particularly useful for Early Childhood Services.

School Volunteers: What They Do, How They Do It. 3,4,6,7
Carter, B. & Dapper, G. $3.95
Scholastic Magazines, 1972

A clear concise guide to what adult volunteers can do for and in schools and how to help them perform effectively. Deals specifically with the role of the volunteer. Provides general tutoring tips and then takes an in-depth look at reading - capturing his interest and expanding it; word recognition; comprehensive; conversational English and helping in other subjects. This book is directed at the volunteer, but is written in a sophisticated style.

ABC's A Handbook for Education Volunteers 3,6
Chambers, J.C., editor
Washington Technical Institute, 1972

Covers the nuts and bolts of volunteer programmes - organizing, developing and administering - with particular attention to recruitment, selection and placement, orientation for both volunteers and

professionals, maintaining morale and the use of high school volunteers. Many sample forms are included.

School Volunteers: Who Needs Them **3,7,8**
Mastors, C. $0.75
Phi Delta Kappa, 1975 (Fastback Series No. 55)

Clearly and concisely discusses the organization and administration of a school volunteer programme. Particularly clear on training, supervision, retention and accountability of volunteers. Sample evaluation forms for teacher, volunteer co-ordinator and volunteer are included.

Volunteers: A Guidebook for Developing and Implementing a School Volunteer Program **3**
Othrow, I.
University of Wisconsin, 1976

A very practical workbook with sample forms and advice on how to develop and implement a volunteer programme. Addresses the following: Why volunteers? Who needs what? Encouraging participation - volunteer and staff relationships; making commitment (recruiting); matching up school volunteers with school and teacher needs; getting to know you, what you do, and where to go (orienting and training); What's happening? How can tomorrow be better? Keep on your toes or inservice for all; finding out what works and what doesn't work (evaluation); keep them coming! (recognition).

Recruiting, Training, and Motivating Volunteer Workers **3,7**
Pell, Arthur R. $2.50
Pilot Industries, 1977

The purpose of this book is to guide professional staffs and volunteer leaders of groups that provide opportunities in the best techniques in the selection and utilization of people power. Topics included are: recruiting, interviewing, selecting, orientation, and training, supervision and leadership, handling problems, getting ideas across, and motivating volunteers. A bibliography is included.

The Volunteer Con munity: Creative Use of Human Resources **2,4,6,7,8**
Schindler-Rainman, E. & Lippitt, R. $9.50
2nd edition; University Associates, 1975

This book "attempts to link you to new practices and emerging ideas about volunteerism, to perspectives about the future of volunteerism, to literature about volunteerism and to other resources in the field."

School Volunteers: Districts Recruit Aids to Meet Rising Costs, Student Needs **3,4,6**
Whaley, N.B.
National School Public Relations Association, 1973

Not as practical as some other recommended reading, but a good over-view of the requirements of volunteer programmes - includes a brief discussion of business community volunteers, senior citizens and an entire section on students serving students.

The Effective Management of Volunteer Programs **2,3,5,6**
Wilson, Marlene $6.95
Johnson Pub., 1976

In this volume, Marlene Wilson shares her philosophy about people and how to treat them in a way which "encourages growth and self-renewal in individuals and organizations." Practical suggestions on the day-to-day operation of a successful volunteer programme are dealt with under the following headings: a new look at volunteerism: the role of the manager; motivation - the whys of behavior; organizational climate; planning evaluation; designing jobs and recruiting to fill them; interviewing and placing volunteers; training - designing creative learning experiences; communications, meaning or message, putting it all together - client/staff/volunteer/board. This book will be particularly useful for those establishing a volunteer programme or wishing to inject life into an existing one.

Organizing a Volunteer Program **3,5**
Winecoff, Larry & Powell, Conrad $1.25
Pendell Publishing Company, 1976

The purpose of this booklet is to present a rationale and five major components of a successful volunteer programme. The components are: programme development and overall design; teacher

input and training; volunteer training programme; volunteer management system and recruiting. Sample instruments include a faculty questionnaire, a task group planning guide, and a volunteer programme weekly schedule.

> *So we begin as individuals caring about people - not just the clients we serve, but the staff and volunteers who serve with us. That caring must extend to the institutions and organizations that enable our caring and reach out into society itself. To change a society takes this kind of outward vision. But caring must strengthen into commitment and commitment into action if we are to preserve and nurture one of the greatest forces for rebirth and renewal this nation has . . . volunteerism.*
>
> *Marlene Wilson*

3. COLLEGIALITY

A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration and functioning of the school. Parents and other interested community people are regarded as allies.

> *Even though the development of new concepts of administration may be a process fraught with controversy and many difficulties, such a development is paramount if true community education is to be developed. In fact, at the present moment, there are few factors in the building of community education more important than of bringing about the necessary changes in administrative theory and practice.*
>
> *Kerensky & Melby*
> *Education II*

I) COMMUNITY SCHOOL CHANGE AGENTS

A leader is best when people barely know he exists . . . when his work is done they will say, "We did this ourselves!"

Lao-Tse (565 B.C.)

Training The Community Educator: A Case Study Approach **4,6,7**
Berridge, R.I., et al. $13.20
Pendell Publishing Company, 1977

Using a case study approach, the authors present issues related to: creating community awareness; planning and implementing; staffing the project; co-ordinating community efforts; developing policies and procedures; financing community education; exercising leadership and evaluating programmes and projects. Some of the cases might be useful as a basis for discussion during workshops or seminars.

The Content for Training in Project ENABLE **3,7**
Birnbaum, M.L., et al. $2.65
Jewish Board of Family & Children's Services, 1967

Project ENABLE - education and neighbourhood action for better living environment - was designed to attack the causes of poverty through social change. The three concomitant goals were parent education, community action and institutional change. Much of the curriculum developed to train the ENABLE staff is useful for those involved with community schools. Topics examined include: assessment of the neighbourhood and larger community, organization of groups, the parent discussion group and neighbourhood action. Institutional forces are also examined in some depth.

Competency Based Community Education Administration **7**
Southwest Regional Center for Community Education Development, 1979

Contains a useful model for determining roles and responsibilities for everyone from the superintendent to the community school co-ordinator. Competency based job descriptions are included - these are suitable for Alberta with minor modifications. Describes methods of identifying in-service needs by matching "real" and "ideal" role statements.

Helping People Help Themselves
Edwards, P. & Edwards, H.
Fenton, Michigan: Independent Printing Company Inc., 1976

The authors believe that "the ultimate goal of education and life is to help people achieve more effective relationships between themselves and others or the world in which they live. People are needed who can make decisions which enhance themselves as well as contribute to the welfare of others. Basic to this ultimate goal of life is the concept of helping people help themselves." One way to facilitate the helping relationship is through an individual and group potential workshop and process. The process set out in this book can be used to develop a sense of community and as an approach to establishing goals for a community council.

Facilitating Community Change: A Basic Guide **2,3,4,5,6,7**
Fessler, D.R. $11.50
University Associates, 1976

Useful for community school co-ordinators and other change agents. For citizens to effect community change, they need an understanding of groups process and a command of its skills - capabilities which

are acquired through training and practice. For this reason, the chapters near the end of this book have been designed as a workshop manual which can be used both for this purpose and to arouse interest in bringing about change through co-operative and community effort. The first few chapters describe the general climate and community conditions within which the professional change agent must work. Succeeding chapters deal with the day to day problems to be faced and suggest principles and practices for dealing with them.

The Human Side of Enterprise **2,3,4,7**
McGregor, D. $15.95
McGraw-Hill, 1960

A classical work on the behaviour of people and organizations with applicability to schools and community groups. McGregor is famous for his Y theory of man. That is, that "human beings only work towards the attainment of objectives to which they are committed and which they have been part in setting."

Communication of Innovatives: A Cross Cultural Approach **4,6,7**
Robers, E.M. & Shoemaker, F.F. $16.95
The Free Press, 1971

This is a complex and sophisticated textbook on community development in underdeveloped nations, but the chapter entitled "the change agent" may be of interest to those involved with the community. Seven roles are involved in the process of introducing innovation to clients: develops need for change; establishes a change relationship; diagnoses the problem; creates intent to change in the client; translates intent into action; stabilizes change and prevents discontinuance; achieves a terminal relationship. "Self-reliance and self-renewing client behaviours should be the goal of planned change programmes."

The Second Handbook of Organization Development in Schools **3,4,6,7**
Schmuck, R.A., et al $20.95
Mayfield Publishing Company, 1977

Highly respected and widely recommended for school administrators: organization theory, organization training, clarifying communication, establishing goals, uncovering and working with conflicts, improving meetings, solving problems, making decisions, designing training interventions, evaluation at beginning, middle and end. Theory complemented by practical tools for use in organization development.

A Handbook for the Community School Director **4,5,7**
Whitt, R. $7.50
Pendell Publishing Company, 1971

Some concepts are valuable and suggestions practical - others are somewhat outdated or based on a programme orientation rather than a process orientation. It is hoped that what is presented here might be used to create a model which is suitable for Alberta in the '80's.

The human story does not always unfold like an arithmetic calculation on the principle that two and two make four. Sometimes in life they make five or minus three; and sometimes the blackboard topples down in the middle of the sum and leaves the class in disorder and the pedagogue with a black eye. The element of the unexpected and the unforeseeable is what gives some of its relish to life and saves us from falling into the mechanical thralldom of the logicians.

Winston Churchill

* * * * *

The man who fights for his ideals is the man who is alive.

Cervantes

II) COMMUNITY SCHOOL PRINCIPAL

Little can be done to raise the level of understanding of a community if the administrator has no idea as to the level existent in that community.

D. H. Ross

The Community School Principal: New Horizons **3,4,6,7,8**
Burden, L. & Whitt, R.L. $14.00
Pendell Publishing Company, 1973

Citizen involvement in community affairs is now thrusting the principal into a new position of community leadership as well as school management. Beginning with an overview of the community school principal as leader, the volume goes on to cover the major areas of the administrator's concern: school organization, staff personnel, students, the plant, community involvement and school transportation. Each area is described and analyzed from the community education perspective. Numerous practical suggestions to enable the principal to improve the community and the school. The chapter on community involvement is particularly useful.

Teaching and Administering the High School Alternative Education Program. **3,6**
Chernow, F.B. & Genkin, H.
Parker Publishing Company, 1975

A practical approach to developing and administering a community school - particularly useful for declared community schools actively planning their programme. Three major areas of concern are addressed - administration, curriculum structure and community relations. There are suggestions for teacher orientation, innovative use of space, and establishing and maintaining parent support. Several chapters deal in specific terms with the curriculum - teaching basic skills successfully; developing a meaningful science curriculum; teaching social studies with dynamic new approaches and integrating practical arts with fine arts. Course outlines, lesson plans and suggested activities are included. This book is widely recommended by experts in this field.

The Community School Co-ordinator **3,4**
Charles Stewart Mott Foundation, 1976 (film)

25 minute, sound-color, 16 mm film, 9 minute filmstrip and sound cassette tape, discussion guide, workbook, and brochure all describing a community school coordinator's on-the-job activities. Shows and discusses tasks such as: dialogue with the community; assessment of relevant resources; strategy for meeting needs; implementation of strategic programmes; and evaluation of results.

Winchester; A Community School for Urbanvantaged **3,4,6,7**
Herman, B.E. $0.75
Phi Delta Kappa, 1977 (Fastback Series No. 101)

This book contains many practical suggestions for the principal of an inner-city elementary school. These include a winter camping vaction, a PTA fun activity night and eating lunch with the principal. Herman describes the community school philosophy as one which "pervades all segments of the school and directs attention to the needs of the community."

Year Round Community Schools: Framework for Administrative Leadership **8**
McCloskey, G.
American Association of School Administrators, 1973

Describes circumstances giving rise to interest in year-round community school programmes and summarizes educational principles supporting the logic of the concept. "As the school year schedule is changed, curriculum and instruction are re-examined and can be greatly improved; the ways in which facilities are used can be rethought; and, in short, the serious educational leader can zero in on some real improvements in the system." The primary thesis will not be relevant for the majority of school administrators in Alberta.

III) COMMUNITY SCHOOL SUPERINTENDENT

Of the alternative schools today, half were started without any additional funding. You need commitment more than you need the dollars. If you want to use not having dollars as an excuse, you probably don't want to do it anyway.

Betty Jo Zander

Marshalling Community Leadership to Support the Public Schools **3,4,6,7,8**
Estes, N. $0.75
Phi Delta Kappa, 1974 (Fastback Series No. 35)

In his own words, Estes begins "with an examination of the leadership role of the school superintendent. My discussion encompasses such subjects as integrity, accountability and

decentralization. I move then to a discussion of ways of building support among community leadership, which might be titled 'equality for school superintendents'. I close with a summary of steps taken in my own school district of Dallas and elsewhere to educate superintendents and other municipal decision makers on the unforeseen consequences of their previous decisions, on the interconnectedness of their future actions, and on the necessity for co-operation." However, he cautions that "lessons and strategies won't help unless the superintendent is committed to a process, and not a final goal."

How to Expand Learning Opportunities in Small School Districts **3**
Jongeward, R.E.
Northwest Regional Educational Laboratory, 1975 (Microfiche)

Based on the proposition that shared decision making affords greater opportunity for support, commitment and motivation necessary to achieve improved learning situations in small communities, the Rural Education Programme of the Northwest Regional Educational Laboratory developed a planning model to aide small rural school districts. "This process means sharing old responsibilities in new ways . . . the approach I've described suggests that school board members and administrators share some decision making authority with students, staff and community." A good introduction to **Facilitating Participative Planning** by De Jong (see **Sense of Community**).

IV) SCHOOL CLIMATE

The well adjusted person adjusts himself to his environment; the unadjusted person endeavors to adjust the environment to himself. Therefore all progress is due to unadjusted people.

George Bernard Shaw

School Climate Improvement: A Challenge to the School Administrator **3,4,6**
Fox, R.S. $3.00
Phi Delta Kappa, 1974

Very practical - the first section discusses climate in practical terms and offers a brief climate assessment instrument. Then the administrator's potential role is weighted against his concept of it and his strengths and deficiencies. The third step concerns providing leadership for the conduct of large and small scale climate improvement projects. The subsequent parts provide actual processes and programmes that can be used to assess climate, plan projects and improve administrative abilities.

Group Processes in the Classroom **3,4,6,7**
Schmuck, P.A. & Schmuck, R.A. $7.95
Brown Wm. C. & Co., 1979

Each chapter includes practical plans for action designed so that teachers can implement specific instructional activities based on group dynamics principles: classroom climate; interpersonal expectations; leadership; friendship patterns; group norms; communications patterns; the cohesive classroom group and relationship that exist between organizational processes of the school and the classroom.

Nothing will ever be attempted if all possible objections must be first overcome.
Samuel Johnson

4. EVERYONE A TEACHER

The faculty includes teachers working in co-operation with each other and with community adults and students.

> *I have never been more conscious of the fact that teaching is best as a two-day proposition. We teach, and at the same time allow ourselves to be taught by those we teach. We talk, and at the same time, listen. We experience the world anew through another's eye. And therein lies a part of the secret of renewal. It comes, in part, from allowing ourselves to accept from our students some of the same positive energy we try to put into their lives. We refuel each other.*
>
> *Eliot Wigginton*

Community Resource Person's Guide for Experience-Based Learning **3**
Burt, F. & Douglas, M. $1.75
Northwest Regional Educational Laboratory, 1977
(Series on Talented & Gifted Education).

This guide tells community people about experience-based learning and how they can effectively participate in a school-community team effort to provide students with creative learning opportunities. It defines terms - experience-based learning, being a resource person, community explorations, students projects, analyzing your work; provides a checklist for "planning your time with students"; discusses ways to increase effectiveness as a resource person; and outlines the role to be played in evaluation. This booklet is brief (24 pages), bright and legible! (See also **Community Oriented Curriculum - Experience Based Learning**).

Children Teach Children **3,4,7**
Gartner, A., et al.
Harper and Row, 1971

Thorough overview of the subject - describes current projects in which young people have been learning through teaching, and shows how these successful programmes have worked.

Students Teach Students **3,4,6,7**
Lippitt, P. $0.75
Phil Delta Kappa, 1975 (Fastback Series No. 65)

Overview of cross-age learning with applications for both elementary and high school. Discusses origins of the programme, traps to watch out for key elements in an effective programme and other types of tutoring projects. "Built into these newer programmes are organized ways older helpers receive special training, support and recognition for their helping efforts."

Related information can be found under the heading **Community Oriented Curriculum - Community Service**.

5. EVERYONE A LEARNER

Although the education of the young is a priority, all members of the community are potential students, including the very young and adults of all ages. Educational activities involving heterogenous age groupings are not uncommon.

> *The most distinguishing mark of the new educational programme is its close involvement with the life of the entire community. The richness of its programme will reach all the people at convenient times and places with offerings adapted to their interests and needs. The education centered community provides education for all. It not only helps people, but it also helps people help themselves. In the school of such a community and in its varied community life, much of the teaching and leadership comes from the people themselves. In the process of helping others they educate themselves.*
>
> *Kerensky & Melby*

Common-Unity in the Community: A Forward-Looking Program of Recreation and Leisure Services for the Handicapped **3,6,7**
Fairchild, E. & Neal, L.
Centre for Leisure Studies, 1975

This book discusses the use of community education to serve the needs of the disabled/handicapped. The three sections deal with community education, special education and recreation, with articles by leaders in each field. A useful specialized resource.

The Process of Recreation Programming: Theory and Technique **5,6,7**
Farrell, P. & Lundegren, H.M. $21.95
Wiley, John, 1978

This textbook will be useful for professionals engaged in administering community recreation programmes out of the school. Topics include: the programme process; and activity model; programme structure formats for participation; techniques for the administration and organization of recreation programme planning; evaluating programme effectiveness; and analysis of data and interpretation of results.

Further Education: Policy, Guidelines and Procedures **6,8**
Further Education Services Free

This book contains planned educational experiences designed to be integrated on a part-time basis into the ongoing life styles of adults as part of a system of recurrent education. Access to life-long learning is necessary to enable Albertans to better understand and cope with changing social and economic conditions, as well as contribute to the overall improvement in the quality of life in the province. The Policy, Guidelines and Procedures are designed to enable Albertans to attain these ends.

Further Education Councils: Making It Happen **1**
Further Education Services Out of Print

This manual outlines organizational and administrative alternatives in the operation of a local further education council and suggests some procedural mechanisms that existing councils have found to be effective in structuring local programmes. After a brief discussion of the history of the development of local further education councils in Alberta, the following are detailed: local further education councils - policies and structures; membership and community involvement; council awareness and identification of community needs; administration procedures; registration procedures; applications for grant support; advertising, evaluation.

Delivery of Community Leisure Services: A Holistic Approach **4,5,6,7**
Murphy, J.F. & Howard, D.R. $9.75
Lea and Febiger, 1977

This textbook for senior students in recreation may also be of interest to practitioners of community education. The book is divided into three sections - recreation and leisure; building a community life support system; the dynamics of managing a community recreation and leisure service agency; and a summary. This is pretty heavy going, but good supplementary reading.

Involving the Senior Citizen
Smith, Eric & Namie, David $1.50
Pendell Publishing Company, 1977 (How To Series)

The purpose of this booklet is to explain the basic needs of older adults, to make suggestions for programme development, and to present varied resources to assist in working with older adults. Beyond programming techniques, establishing communication, recruitment, involvement, and educator's qualifications are discussed. Resources include: state offices, retirement associations, books, periodicals, films, tapes, simulations, and federal programmes.

The Program Book for Recreation Professionals **3,4,5,6,7**
Tillman, A. with Tillman, R. $13.95
Mayfield Publishing, 1973

Albert Tillman is concerned with programme - "those magic moments of joyous participation that erupt when the available resources have been stirred together just right." After introductory chapters on recreation as a way of living, Tillman discusses the programme as a plan; promotion and motivation; sports programming; social programming; cultural programming; special events; and the evaluation process. There are practical suggestions throughout, but there is no attempt to present a step-by-step workbook approach.

6. INTERAGENCY CO-OPERATION

Consistent with **The Goals of Basic Education for Alberta**, the school regards itself as an integral part of the total community education system. The school co-operates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural, and social services to people in the school attendance area.

Coming together is a beginning; keeping together is progress; working together is success.

Unknown

Recreation and the Community School **5**
Alberta Recreation and Parks, 1981 Free

Reviews the role of the municipal recreation agency in the co-operative effort to fully explore the ten dimensions of the ideal Alberta Community School.

Community Schools and Interagency Program **3,4,5,6,7**
Ringers, J. $14.85
Pendell Publishing Company, 1976

Describes a wide variety of community services available through co-operative interagency planning and sharing of resources in community school centres. Offers guidance in developing interagency and community partnerships, planning for joint programming, construction and management of community school centers. The book is written from the perspective of the school administrator. While Ringers is primarily concerned with interagency co-operation in community school centers, his recommendations are practical for use in any context.

The Educational Community: Building the Climate for Collaboration **3,6**
Schindler-Rainman, E., et al.
Social Science Ed., 1976

This booklet describes in detail the ideas which emerged from a 1974 workshop entitled "Creating Community Support for Educational Change." Practical suggestions relate to collaboration for community-wide education, school advisory committees, volunteers in the school and working with conflicts and differences. "Tools for action" are designed to create community support for educational change.

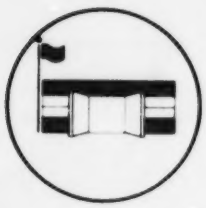
Developing Interagency Co-operation **3,5**
Shoop, R.J. $1.70
Pendell Publishing Company, 1976 (How To Series)

Shoop has developed a model for interagency co-operation which is based on the concepts of interaction and mutual benefit. This booklet outlines the need for co-operation, including some common problems and potential stumbling blocks, then goes on to discuss the "how-to" process - including tactics for developing co-operation, a model for agency co-operation and a few don'ts. Quick and easy, but also very useful!

2 + 2 = 6: Cooperative Agency Relationships **3,4**
Charles Stewart Mott Foundation, 1976 (film)

A 20 minute, sound-color, 16 mm film, 9½ minute filmstrip and sound tape cassette, discussion guide: workbook; brochure; all demonstrating a new "arithmetic" for community problem-solving by service agencies. Six basic elements of bringing about more cooperative agency relationships are covered: timing of efforts to utilize opportunities; communication to identify and understand needs; role definition (who does what?); self-fulfillment and servers and served; laws leadership as structure for change; and collaboration in activities.

7. FACILITY ADAPTATION



School facilities may be designed or modified with effective teacher and community input so that the building itself is different from the usual school. Ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

> *Much of what passes for future-think is an imagination of what the present would be like if it "worked right" . . . it is an imagination dominated by **now**, which aims to imprint the "best" of now upon the future. The trouble is that the "best" of now . . . is not very satisfactory.*
>
> *William Bernbaum*

Community/School: Sharing the Space and the Action **1,3,4,6,7,8**
Educational Facilities Laboratory, 1973

"Community/schools" are those where "the entire building is operated for the benefit of people of all ages in the community and is paid for and operated by educational and other public service agencies." This book details the procedures that will enable school districts to initiate and develop their own community/schools. It discusses financing, planning, building, staffing, and operating facilities that are shared by schools, health services, parks and recreation, day care centers, senior citizens services and legal aid. This union of school and community can, according to the author, "make significant differences in the economy and productivity of local services" of all kinds.

Community School Centres Series **3,6**
1979

Whether housed in recycled school buildings or in new facilities co-operatively planned and financed, community school centers are becoming a focus of community and neighborhood life. These centres may include libraries, health clinics, elementary or secondary schools, swimming pools and other recreation facilities, day care centers, senior citizen services or other people-serving agencies. This series examines community school centers as a phenomenon of national importance to the co-ordinated delivery of social services, better use of public resources and revitalization of community life.

1. **A Concerned Citizen's Guide to Community School Centers**
   Educational Facilities Laboratories, 1979

   Organized as a series of responses to the questions most frequently asked by concerned citizens who are not necessarily professional administrators, planners or architects.

2. **Planning Community School Centers**
   Educational Facilities Laboratories, 1979

   Outlines the issues which should be considered, analyzes alternative strategies and solutions, and describes common pitfalls which may be encountered en route. It does not prescribe specific procedures to follow in the planning process.

3. **Managing Community School Centers**
   Educational Facilities Laboratories, 1979

   Examines a variety of strategies that have been developed for managing community school centers. Four aspects of management are discussed: setting up an organizational structure that establishes relationships among participants, ways of making the structure work, managing the center's facilities, and funding for administration, programmes, operation and maintenance.

4. **Facility Issues in Community School Centers**
   Educational Facilities Laboratories, 1979

   Examines the development and substance of the building programme, issues related to site selection and development, and overall building design strategies. It also examines particularly important design details about which the programming committee and the architect should be aware.

5. **Using Surplus School Space for Community School Centers**
   Educational Facilities Laboratories, 1979

   Explores the opportunities for reusing surplus school space as community service centers, and the issues and constraints in planning.

6. **A Resource Book on Community School Centers**
Educational Facilities Laboratories, 1979

Contains information on published materials, organizations and associations, and a geographical listing of community school centers.

This series of booklets is recommended for use with **Facilitating Participative Planning** (see **Sense of Community**).

Fewer Pupils/Surplus Space **3,6,7**
Interbook, Inc., 1974 $4.00

A report focused principally on demographic trends and the process of arriving at decisions on whether or not to close a school. Its thrust was to give the school administrator an early warning of "the outgoing tide". Useful if read in conjunction with **Surplus School Space: Options and Opportunities.**

Guide for Planning Educational Facilities **4,6,7**
Council of Educational Facility Planners, 1969

Although this book does not deal specifically with community schools, it is an authoritative and comprehensive guide to the planning of educational facilities from the conception of need through utilization of the facility. This is the recommended text to accompany **Facilitating Participative Planning** (see **Sense of Community**).

New Forms for Community Education **3,6**
American Association of School Administrators, 1974 $12.00

Examines the first wave of comprehensive school centers built in the early 1970's. Combines case studies with general discussion of the history and role of centers, planning, administration, co-operation and future possibilities. "The modern community education facility is a multi-use facility that serves a different array of functions in different communities."

Physical Recreation Facilities **3,5**
Interbook, Inc., 1973 $3.00

An attractive volume with numerous pictures and illustrations of what various institutions are doing, or planning to do, to provide for their physical accommodation. Includes sections on updating old places, techniques for new places, shared facilities, low cost per use places and information sources.

Project School House **3**
Etobicoke Board of Education, 1979

Details, very attractive, with illustrations, diagrams and photgraphs, the results of a report conducted to consider the question of school conversion to multiply housing which would meet the lifestyle needs of senior citizens. Includes three case studies of two junior high schools and one high school - all built in the early to mid 50's.

Surplus School Space: Options and Opportunities **3,6,8**
Educational Facilities Laboratory, 1976 $4.00

This was written subsequent to **Fewer Pupils/Surplus Space** in response to "a spirited range of community responses" and their observation that "the communities and school districts that are finding workable and acceptable solutions tend to be those in which there has been the broadest involvement of concerned citizens." A must for those responsible for schools in areas of declining enrollment. This book was prepared for the use of "persons in the community - school board members, advisory committees, planning boards, PTA's, taxpayers . . . who may be drawn to the table for the process of arriving at a decision of public policy." In the first section alternative uses of space are discussed. These range from expanding space for traditional educational services, incorporating colleges and adult education and developing human services - art and recreation centers - to full scale conversion - to apartments, offices, shops . . . Section two discusses the multiple options available when examining administrative considerations. It details the information required before a decision can be made and suggests planning strategies. The book concludes with a brief look at how the experts see population trends and an exhortation to "seize opportunities for broadening the vision and improving the performance of public education."

While the school makes a very important contribution to education it is only one of the agencies involved in the education of youth. The home, the church, the media

and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experience the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specific period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.

The Goals of Basic Education

* * * * *

The pessimist spends all his time worrying about how he can keep the wolf from the door.

The optimist refuses to see the wolf until he seizes the seat of his pants.

The opportunist invites the wolf in and appears the next day in a fur coat.

Unknown

8.

COMMUNITY USE

The school facility is available for educational, recreational, cultural and social service and other community use on an extended time basis daily and yearly. Such community usage might be scheduled at any time during each operational day.

"How am I to get in?" Alice asked again, in a louder voice. "Are you to get in at all?" said the footman. "That's the first question, you know."
Lewis Carroll

Joint Agreements **5**
Alberta Recreation and Parks, 1979 Free

The purpose of this document is to provide community organizations, municipal and school authorities with guidelines and suggestions for assisting in the development of joint agreements which will encourage co-operative planning and joint use to occur. Topics include: the return of the one-room school house; working words; enabling legislation; general principles for developing joint agreements; points to consider when preparing a joint construction agreement; and what next?

Community Uses of Public School Facilities **5**
Punke, Harold H.
King's Crown Press, 1951

Presents a broad view held by the community of why schools are built. Suggests the following kinds of uses for public school facilities: religious or parochial; cultural and entertainment; and commercial. Discussion is also devoted to the reversion of property and tort liability issues, and community use.

Share It: Some Approaches to Joint Use of Community Facilities **1,2,3,5**
Jointly published by the Alberta Departments of Education and Culture 1970
Out of Print

This booklet is a must for school boards and municipal authorities involved in developing joint agreements. Topics include: policy statement; municipal jurisdiction; planning a new recreation facility for joint use by the community; other planning considerations; case study of an urban community school; a quick look at community sharing in rural Alberta; and sample agreements.

9. COMMUNITY ISSUES

The school, by policy, encourages a constructive study of problems and issues of significance to the community, often in co-operation with other agencies and organizations in the community.

> *Involvement isn't a matter of trying to sell people a project, or luring them out for something. It's dealing with the issues. If you organize around peoples' needs, they come swarming in and you get plenty of support.*
>
> *Toby Moffat*

Facts for a Change: Citizen Action Research for Better Schools **3,6,7**
Burges, B. $5.00
Institute for Responsive Education, 1976

This book is recommended for people who are tired of politics-as-usual and wish to avoid the politics of confrontation. In an action research project, local citizens and community groups (often in collaboration with school professionals) investigate community defined issues. In the process, citizens develop skills in organizing, finding resources, gathering data and analyzing the facts. They learn to evaluate data objectively, propose solutions and act collectively to bring about change. This handbook details the process for getting the facts, organizing support and following through.

Citizen's Participate! An Action Guide for Public Issues **4,5,6,7**
Connor, D.M.
Development Press, 1974

This handbook is addressed to citizen leaders and government officials, "in the hope that each will develop a participation programme suitable for their issues and situations, especially in planning matters." Two types of participation are described in parallel fashion. One features "an early, positive and co-operative relationship between a government agency and a citizen organization: the other outlines the efforts of a citizen action group taking the initiative toward a traditional planning project which resists public participation." It is in this latter area of confrontation that the process outlined is most useful.

Focus: Seven Steps to Community Involvement in Educational Problem Solving **6**
Winecoff, L. & Powell, C. $6.25
Pendell Publishing Company, 1979

A common sense approach to community involvement with educational problem solving. The seven steps - recognize there is a problem, assess the problem, clarify the problem/set goals, identify constraints and resources, develop a planning guide, design activity plan to implement guide, check and see if the problem is corrected. Includes worksheets and a detailed process approach.

The Basic Steps of Planning **4**
Young, Ken M. $1.50
Community Collaborators, 1981

This booklet is designed to explain the planning process and to serve as a guide in assisting people to understand the general nature of the process. A circular eight step planning process is described and exemplified. The eight steps are: focus planning effort; determine goals and priorities; identify resources and restraints; formulate objectives; generate alternative methods; analyze and select best methods; develop programme of action; and evaluate process and results. Seven 'beyond the basics of planning' references are cited and thirty maxims of planning are given.

Play From Strength
Advisory Council on the Status of Women, 1983 Free

This information packet is for those who are aware of the need for change and want to organize for effective action. Practical information on: how to lobby by letter, by phone, in person; How to write and present a brief; how to organize a workshop; how to work with the press; how to work with electronic media: how to run an election campaign; and how to be a candidate.

10. SENSE OF COMMUNITY

The school has as an important stated goal the fostering of a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

> *Building a sense of community will always be the work of those who want it. The government at times may be able to lend a hand, but only a hand.*
>
> *Ralph Keyes*

Money Isn't Everything: A Survival Manual for Nonprofit Organizations **2,5,6**
Fisher, J.
Institute for Non-Profit Organizations, 1977

Every community leader, paid or volunteer, should have this survival manual. It begins with suggestions (practical) for "Keeping your dream alive" and is punctuated throughout with pertinent quotations, cartoons and examples. There are recommendations for good reading and tips (Canadian) on "where to go for help." Practical suggestions relate to everything you need to know on the subject of the day-to-day effectiveness of nonprofit organizations - it incorporates much new and old information and structures it to emphasize how all parts of an organization must interrelate in order to achieve effective action. **Money Isn't Everything** stresses the seven basic areas of operation - planning and evaluation; resource development; management (administration); volunteers; personnel; communications; and government relations - and urges that work groups be formed to support these functions and to ensure that they work co-operatively alongside each other.

Keys to Community Involvement Series **3**

Every community school should have access to these extremely practical texts and worksheets! The series was specifically developed for governing boards, community leaders, group members, administrators and citizens. The booklets contain 11 to 27 pages and are designed to help these audiences strengthen their skills in group processes, work co-operatively with others, and plan and carry out new projects.

1. **Community Groups: Keeping Them Alive and Well**
   Northwest Regional Educational Laboratory, 1977

   There are three ways a group can revitalize itself: changing membership; changing or clarifying goals; and changing or clarifying procedures. Includes discussion of the agenda, methods for introducing variety and ways to assess group climate.

2. **Group Decision Making: Styles and Suggestions**
   Northwest Regional Educational Laboratory, 1977

   Effective decision making takes place when members know which decisions are important, can describe what they need to do to follow-up a decision, know when a decision is made and report a sense of accomplishment. Common styles of decision making are outlined as are methods for analyzing and improving a group's decision making.

3. **Problem Solving: A Five Step Model**
   Northwest Regional Educational Laboratory, 1977

   This booklet provides information and sample tools, charts and suggestions to assist in problem-solving. The five steps are: focusing on the problem; searching for alternatives; planning for action; carrying out the plan; and assessing the results.

4. **Planning for Change: Three Critical Elements**
   Northwest Regional Educational Laboratory, 1977

   The keys to successful change appear to lie in the way ideas are transformed into reality through planning and implementation. This booklet suggests a framework and a process for planning for citizen involvement.

5. **Personal and Professional Development: An Individualized Approach**
   Northwest Regional Educational Laboratory, 1977

   This booklet helps develop problem-solving skills for personal or professional life. The development process includes four sequenced steps: self-assessment; goal setting; working to meet your goal; and evaluation.

6. **Governing Boards and Community Councils: Building Successful Partnerships**
Northwest Regional Educational Laboratory, 1977

This examination of local community councils is designed to assist in the development of effective working relationships with elected councils and enable them to function as more than just an advice giving group. Topics include: function, representative membership, selection, council work, and board and council relationships.

7. **Innovative Projects: Making Them Standard Practice**
Northwest Regional Educational Laboratory, 1977

This booklet presents techniques and processes which can help managers and staff resolve conflicts and build broad support for their project. Five "principles of interdependence" will help project directors and their sponsor agencies to mutually work for project continuation.

8. **Successful Projects: Examining the Research**
Northwest Regional Educational Laboratory, 1977

To create success, projects must foster special relationships between project personnel, client groups and agency leaders during the project's implementation. This booklet describes the processes which are most likely to bring project success.

9. **Effective Groups: Guidelines for Participants**
Northwest Regional Educational Laboratory, 1977

Suggest activities to meet individual needs for inclusion, control and affection. Discusses behavioural "do's and don'ts" in terms of communication skills, speaking for yourself, dealing with differences and developing and maintaining openness. Briefly outlines patterns of group formation - forming, storming, norming and performing.

10. **Group Progress: Recognizing and Removing Barriers**
Northwest Regional Educational Laboratory, 1977

This booklet outlines some problem situations that groups encounter and suggests tactics and activities to handle them. Problems include: reluctance to assume responsibility for tasks; decline in attendance; unproductive, time consuming meetings; lack of follow-up on decisions; discussions that are dominated by a few members; conflict among members.

11. **Measuring and Improving Group Effectiveness** 7
Northwest Regional Educational Laboratory, 1977

Factors of group effectiveness are discussed and instruments to assist in improving task accomplishment and building group satisfaction are provided.

12. **Finding the "Right" Information: A Search Strategy**
Northwest Regional Educational Laboratory, 1977

Includes a discussion of: information searching as detective work; framing an information search; developing an information search plan; conducting the information search; assessing the results of the information search.

13. **Community Surveys: Grassroots Approaches**
Northwest Regional Educational Laboratory, 1977

This booklet discusses the reasons for considering a community survey, provides tips on how to prepare for a survey and discusses each of the key activities of a survey.

14. **Using Consultants: Getting What You Want**
Northwest Regional Educational Laboratory, 1977

Knowing who can help you and why you need help can make a significant difference in your organization's effectiveness: why hire a consultant; when to use outside assistance; how to find consultants; how to select a consultant; information the consultant will need; information . . .

15. **Group Leadership Understanding, Guiding and Sharing**
Northwest Regional Educational Laboratory, 1977

Covers understanding leadership roles and functions; guiding the group; sharing leadership; building leadership in other group members and sharing or delegating decision making.

A society decays when its institutions and individuals lose their vitality . . . in the ever-renewing society what matures is a system or framework within which continuous innovation, renewal and rebirth can occur . . . the last act of a dying institution is to get out a new and enlarged edition of the rule book.

John Gardner

I) EVALUATION

The mature community is one that has learned to maintain a balance between what it wants to do and what it can do, between continuity of old forms and change into new ones. The community that has come of age realizes when it can master its own destiny. It's citizens are learning how to manage their affairs with or without help from the outside world. That community is, no doubt, the heart of democratic society.

Per Stensland

Community Evaluation Needs Assessment and Evaluation Guidebook **3**
Horyna, Richard
Nevada State Department of Education, 1977

The needs assessment process is described in nine steps: identifying community leaders; defining assessment terms; developing areas of concern; conducting the assessment, data analysis; and analysis of probable success in meeting needs; planning the programme; and evaluation. Sample instruments are included: demographic information; map of community services; community services and activity needs; community service and activity inventory; impact analysis form; community needs analysis chart; resource assessment; and pertinent question lists.

Evaluating Community Programs **2**
Solomon, D.D. $0.50
Centre for Community Studies, 1968 (Key to Community Series #5)

Solomon uses the terms programme to refer to long-range plans of action by voluntary groups. These planned activities extend over a period of days, weeks or years and are aimed at a specific goal. In his discussion, Solomon analyzes the why, what and who of evaluation before moving on to outline five steps to be taken: build evaluation into planning; set clear programme objectives; decide on indicators of progress; select, and plan for appropriate use of procedures and tools; and decide what it all means. "All of us constantly need to decide what is important or unimportant - good or bad - in general, or as a means to particular goals. However, we can seldom explain the way in which we assess the goodness, badness or usefulness of any particular action or programme.

Community Education Journal; Volume V, No. 2, March-April 1975 **6,8**
Wood, George S. & David A. Santellanes (Guest Editors)
National Community Education Association

Evaluation is the theme of this edition of the Community Education Journal. Articles and approaches to evaluation by such authors as Stufflebeam, Hammond, Wood, Santellanes, Warden, Stephens and King are presented. A useful primer on evaluation in community education.

Evaluating Your Community Education Program
Wood, George S. & David A. Santellanes $3.00
Pendell Publishing Company, 1977 (How To Series)

A detailed approach to evaluation is reviewed. Both formative and summative evaluations are defined. A planning process is proposed along with an evaluation framework. Several evaluation methods are described and sample instruments are included. A practical handbook for those interested in evaluating a community school or a community education programme.

Doing Your Community Education Evaluation: A Guide **6**
Young, Malcolm B., et al.
U.S. Office of Education, 1980

This practical guide defines programme evaluation and its purposes, discusses steps in the evaluation process and presents a variety of community education and related evaluation topics. Possible evaluation questions, approaches and indicators of performance are proposed for such topics as advisory council, interagency cooperation, courses, recreational, social and cultural activities and resource utilization. A sample community education performance report is also presented.

There are only two lasting bequests we can hope to give our children. One of these is roots; the other, wings.

Hodding Carter

II) GROUP LEADERSHIP

People organize when individually they do not have enough power or influence to solve their problems and because finally they became fed up with outsiders always controlling their lives.

Donald Keating

Towards a Humane Society; Images of Potentiality **7**
Fox, R.S., et al.
Learning Resources Corporation, 1973

In their look at the future, the authors attempt to answer three questions:

1. What would the learning and participative experiences of the young be like if all the groups and persons of the socialization community actually communicated, collaborated and pooled their resources?
2. What would the operation of a school, the daily interaction between students and faculty, teachers and learners be like if the educational goal of achieving sensitivity and competence in humaneness were a focal point of the curriculum along with achieving functional understanding of the other major domains of human knowledge?
3. What would happen to the quality of human life in a community if innovations and opportunities were developed to permit all citizens, young and old, voluntarily to give time and energy to meet the needs of others and to develop their own skills and values of humaneness in the process.

The answers are based on existing models - steps and skills have been devised to make them a reality. Thus the book moves "from images into reality" and thus "to action."

A Handbook of Structured Experiences for Human Relations Training **2,3,4,5,6**
Pfeiffer, J.W. & Jones, J. E. Single volume price - $9.50
University Associates, 1973-81 (Series in Human Relations Training)

This series consists of eight volumes in total, and were written by group facilitators for group facilitators. The series is a compilation of structured experiences - techniques, instruments, forms and ideas that are useful in a wide variety of group settings. Activities range from "getting to know you" and innovative means of dividing into groups to fairly sophisticated methods of developing trust and facilitating in-depth communication.

Community and Development **2**
Stensland, P. $0.50
Center for Community Studies, 1968

A useful handbook which discusses the community as a framework for development. Community development is defined as "purposeful change of living conditions with the fullest participation of the people themselves and through utilization of all available resources."

Community Groups and You: How to Manage and Participate Effectively in Boards, Clubs, Committees, Fund Drives . . . **2**
Swift, H. & Swift, E.
John Day Company, 1964

Useful supplementary resource - most of the material presented here is also contained in **Money Isn't Everything**. Some useful scenarios of citizens apathy at the beginning which might serve as a basis for discussion at a workshop.

III) MEETINGS

If you live in a country run by a committee, be on the committee.

Graham Summer

Making Meetings Work: A Guide for Leaders and Group Members **1,5,6,7**
Bradford, L.P. $12.50
University Associates, 1976

Bradford feels a new approach to group leadership is required - one based on an understanding that leadership is a shared function, involves active listening, involves building and maintenance, is service, requires attention to covert events (hidden agendas) and involves a group rather than a collection of individuals. Having established the criteria for group centered leadership, he goes on to examine some reasons for ineffective meetings and clues to group dysfunction. In contrast, the characteristics of a mature group are involvement, responsibility, trust and caring, use of resources, listening, self examination, experimentation, use of sub-groups, dealing with differences and accepting new members. A practical resource for those in positions of leadership.

Making Meetings Matter **5**
Alberta Recreation and Parks, 1979 Free

Volume I looks at the "human" side of meetings - reasons for meetings, kinds of meetings, the needs of people within groups and the impact of leadership on a group.

Volume II includes an examination of the "nuts and bolts" of effective meetings: executive meetings, types of agenda items, the importance of agendas and minutes, the role of the chairperson, discussion devices . . .

Taking Your Meetings Out of the Doldrums **1,2,3,4,5,6,7**
Schindler-Rainman, E., et al. $9.50
University Associates, 1975

This book presents "a new set of tools and procedures for making meetings more participative, for rescuing them from the doldrums!" Participative meetings are those where excitement, motivation and commitment result from the sharing and interaction among the participants. To this end, the authors: identify some of the problems and issues of getting participation in meetings; review some of the similarities and differences of all meetings; go through the steps of designing all types of meetings; use a checklist reminder of things to remember in planning and conducting a meeting; scan a checklist of the kinds of resources there are for use in improving meetings; remind ourselves of the traps we need to avoid in planning and leading meetings; have the opportunity to share some alternative ways to cope with typical problem situations; expand our repertoire with a toolkit of illustrative designs, instruments and procedures for our meetings; help us develop and think about ways to use this resource; and give us a selected bibliography.

Use this information and useful guide **before** you hit the doldrums! All materials within the book may be photocopied for educational/training activities.

IV) NEEDS ASSESSMENT

The democratic problem in education is not primarily one of training children; it is the problem of making a community in which children cannot help growing up to be democratic, intelligent, disciplined, reverent of the goods of life and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so; consequently, we can never be satisfied that we have met the education problem or our day when we have good schools. We must have good communities.

Joseph K. Hart (1924)

Planning and Assessment in Community Education **4,6,7**
Burbach, Harold J. & Decker, Larry E. $15.40
Pendell Publishing Company, 1977

A selection of readings which contains chapters on: educational planning, a nine-phase planning approach, planning as process, and three on general aspects of planning. Easy-to-read and particularly helpful due to its community education orientation.

Facts and Figures: A Layman's Guide to Conducting Surveys
Burges, Bill $4.25
Institute for Responsive Education, 1976

A comprehensive introduction to community based surveying is presented. Chapter 1 deals with: using surveys to stimulate change, purposes of surveys, goal statements, questionnaire construction, protesting sampling, collecting facts, and analyzing facts. Chapter 2 is a manual for training citizens to conduct interviews. Chapter 3 presents case studies and sample questionnaires from 'action-research' surveys.

Community Survey Handbook **1,8**
Further Education Services, 1980 **Free**

The introductory section discusses factors to consider when contemplating whether a survey is required. This is followed by detailed sections on planning the community survey; organizing the community survey; constructing a questionnaire; and tabulating and analyzing data. Although the manual is prepared for use in advanced education, there are applications for many community needs.

Strategies of Community Organization: A Book of Readings **4,5,6,7**
Cox, F.M., et al. **$14.50**
Third edition - Peacock Publishing, 1979

Useful supplementary reading . . .

A Guide to Needs Assessment in Community Education **1,3,6**
U.S. Department of Health, Education & Welfare, 1976

Details the process of needs assessment: identifying people and roles, speaking the same language, stating concerns and goals, finding the needs, measuring and ranking the needs, setting priorities, determining the feasibility, planning the programme and continuous reassessment.

Conducting Community Surveys **3,5**
Stark, Stephen L. **$1.50**
Pendell Publishing Company, 1976

The focus of the book is the public relations benefits of surveying and emphasis on assessment as a continuous process. The first section is on organizational structures, and timing. The second section in mechanics discusses writing the instrument, publicity, training surveyors and tabulating results (sample forms, surveyors and tabulating results) (sample forms, survey questions included). Stark concludes with ten tips to successful surveying and a few references. The appendices of samples (23 pages) is particularly useful.

Studying Your Community **3,4,5,7,8**
Warren, R.L. **$5.95**
Free Press, 1965

A working manual for both lay and professional groups who are interested in studying their community in one or all of its aspects. Each chapter raises issues and asks questions which assist in describing the community in an accurate profile. Twenty aspects of community life are examined; community, background and setting; economic life; government, politics and law enforcement; community planning; housing; education; recreation; religious activities; social services; aids to family living and child welfare; health; provision for special groups; communication; intergroup relations; associations; community organization; organizing a community survey; aids to the survey; important aspects of the community. The questions raised serve as a checklist for those seriously interested in the broader implications of community education.

V) PLANNING

As people become more determined that the good environment begins at home, the sense of neighbourhood increases, which makes local relationships correspondingly more important. In this way a neighbourhood is defined by the residents, not the planners, and is expressed in the political action taken by the residents.

Randall Hester Jr.

* * * * *

Evolving today is a new emphasis on planning as a dynamic process, with products or programmes secondary to the process itself. The concepts of community involvement and interagency co-operation are adding new impact to planning as a process. The specific results of a co-operative planning process will differ from community to community due to unique community characteristics, but the overall outcome is likely to be an improved and co-ordinated delivery of human services to the community.

W.S. DeJong

Facilitating Participatory Planning: A Curriculum Guide 3
DeJong, W.S., et al.
Council of Educational Facility Planners, 1980

This practical booklet takes a comprehensive look at the planning process, which is represented by seven stages of development: getting organized to plan; selecting a planning group; defining a plan for planning; gathering information; priorizing needs through public meetings; defining programme requirements and spatial implications; developing options; refining preferred options; and follow through implementation.

This booklet is designed to be used in conjunction with the **Guide for Planning Educational Facilities** and the **Planning Assistance Kit**. Although the process was meant to facilitate the planning of facilities, it is also an excellent method for soliciting broad-based input from citizens and parents.

Planning for Community Education; A Lay Citizen's Guide 5,6,8
Frank, R.G. $1.50
Pendell Publishing Company, 1975 (How To Series)

This handbook was designed to assist lay citizen groups who have decided to assist in planning the process of community education. The three chapters are: Getting organized or why are you not?; Moving ahead or steps to get you somewhere; and Evaluation or did you get where you wanted to go?

Analyzing Performance Problems, Or You Really Oughta Wanna 6
Mager, R.F. & Pipe, P. $5.95
Pearon Publishers, 1970

This book is about the problems that arise because someone isn't doing what he is supposed to be doing or what you would like him to be doing. It describes each of a series of questions to ask when faced with this sort of "performance problem" and offers a quick reference checklist to help you determine what sort of solution is most likely to work.

If you have ever been told, or have said, "We got a training problem" or "They could do it if they wanted to", this book will help.

People First: A Community Self-Help Planning Manual 2,6,7
Edmonton Social Planning Council, 1979 Out of print

This manual is directed to those people who recognize and support the role of neighbourhood groups in the development and decision making process. Community self-planning can provide a vehicle for the exchange of common concerns, needs and wants held by neighbourhood people. It is one method for investigating, considering and implementing solutions. There are basic tools which are vital to any community planning process - people, information and money . . . "We provide some ideas on where and how to obtain them."

Planning Assistance Kit
Council of Educational Facility Planners, 1980

A comprehensive set of materials to assist community groups and local leadership in carrying out co-operative community planning efforts. The kit contains:

* General Plan for Planning - a wall chart outlining planning stages, tasks, communication patterns, participation functions and a listing of the materials that coincide with each section.
* Our Plan for Planning - a fill-in wall chart for mapping your planning process that allows you to examine the how, who, what, when and resources needed in the planning process.
* Planning assistance materials - a comprehensive set of loose-leaf forms, checklists, surveys, discussion sheets, and leadership notes, for direct use or adaptation by the planning team. Materials can be used step by step, or as needed, to help in all seven planning stages.

People Do It All The Time 1,2,6,7
Thompson, R.
MacMillan of Canada, 1976 (Urban Prospects Series)

Rollie Thompson "set off across the country in an aging and rusting Volvo" to seek out community-based enterprises which were meeting the needs of their communities. These "third sector" projects were the work of a group of people; community controlled and owned; major purpose development of

the community and satisfaction of material needs in the community; small scale; not dependent on government and operating for a while. The eleven examples he uses as a basis for discussion include health centres in P.E.I. and Sault Ste. Marie; co-operative housing in the Toronto area; economic animation in Quebec; co-operatives in Nanaimo; community owned transit in the Ottawa region; housing on Matheson Island in Lake Winnipeg; community resources boards for delivery of social services in Vancouver; a business improvement area in Toronto; a credit union in B.C. and a community employment strategy. He discusses identifying the need, organizing the people, financing the enterprise, delivering the goods, making policy for the third sector.

> *This is the greatest potential of the third sector, of community based enterprises. Control over our collective economic destinies, control over our personal destinies. Not having to rely on some institution from outside the community to do the job - whether a government or a private corporation. And with control comes self reliance, whether for the community or for each of us as individuals.*
>
> *Rollie Thompson*

* * * * *

> *It follows that persons are active in creating and not merely discovering the world in which we live. We find ourselves in the midst of a world which is only partially formed, out of which we can make many things. The limits for any generation are set by its imagination and its sense of integrity. The point is, we have to deal with, we live in the midst of, a reality which is inherently participatory - one which invites, even demands, our creative involvement to shape it and determine what it will be.*
>
> *Ruben Nelson*

* * * * *

> *Action represents assertiveness as opposed to passivity, a tendency to exert influence on reality, to take some responsibility for rather than be controlled by events. A propensity for 'doing' rather than only thinking or talking.*
>
> *Fred Newmann*

COMMUNITY EDUCATION

The community school concept is viewed as part of a larger concept of community education.

Community education is a process in which people within communities utilize educational, democratic and sound research methods for both individual **and** community betterment. By design, the community education process ideally exhibits all of the following characteristics:

1. **Interagency Use of Community Education**

   There is an effective and systematic community/interagency co-operative relationship and interagency commitment to the use of the community education process.

2. **Informed Citizen Involvement**

   Strong emphasis is placed on facilitating informed citizen involvement in local needs identification, decision making, problem solving, and programme implementation.

3. **Use of Local Resources**

   Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.

4. **Community School A Part**

   The community school and other community agencies and resources are viewed as internal parts of a total community education system.

5. **Volunteerism**

   Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.

6. **Local Leadership**

   An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.

7. **Lifelong Education**

   There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a life long process. All positive forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

An important underlying goal in the above considerations is the fostering of a sense of community.

> *It is important to recognize that true community education is not achieved within a few years. It is a process that must develop slowly and steadily. New Community education programmes often are a number of activities and programmes, nothing more. The crucial test, however, is the direction that is being taken. Are the programmes being planned to assure deeper involvement later, or are they planned to provide a service to the individual with no futher objectives?*
>
> *Minzey & Letarte*

The Community Education Handbook **4,5,6,7**
Berridge, R.I.
Pendell Publishing Company, 1974

How can you successfully go about establishing a community education project using tested procedures flexibly and thereby avoiding some of the common mistakes which often cripple or destroy that endeavor? First of all, "the community involvement process must precede the programme phase if community education is to become a way of life for a community, but there are a number of sequential field tested steps which together constitute a kind of model which does the work. Successive chapters illustrate: initiating the process, site selection, financing, role of the co-ordinator, co-ordinating community resources, community survey, community councils, block plan or organization, and in summary, community education in action. Like many of the recommended books on community education, this one is oriented to the U.S. model.

Foundations of Community Education **4,5,6,7**
Decker, L.E.
Pendell Publishing Company, 1972

An historical overview of the development of the community education concept-evolution historical implementation and the Flint/Mott programmes.

People Helping People: An Overview of Community Education **5,8**
Decker, L.E. $1.25
Pendell Publishing Company, 1977 (How To Series)

Starting with the question, "how is your school used?", goals for community education are stated, the concept is defined, and a philosophy is stated. A brief discussion of nine considerations is presented: factors for development, implementation process, support, leadership, organization structure, programmes, financial considerations, budgets, and assessment and evaluation. Decker concludes with four reasons for implementing community education, and a listing of regional centers and national information services.

The Educative Community: Linking the Community, School and Family **4,6,8**
Hiemstra, R.
Professional Educators Publications, 1972 (Professional Education Series)

Hiemstra believes that education can be used to solve community and societal problems, but it must be as a process that shows people how to help themselves. Philosophical and societal considerations are discussed - the nature of community, the modern family's educational needs - but there are also concrete suggestions for community co-ordination and co-operation, processes for community change and an analysis of community investments in education and their link with higher education.

Community Education Perspectives: Selections from the Community Education Journal **4,6**
Kaplan, Michael H. & Warden, John $11.50
Pendell Publishing Company, 1978

The editor's purpose is to present selections from the five years of publication of the **Community Education Journal**. Criteria for inclusion was not only the best of the past, but also the most relevant for the present and future, as well as presenting an overview of community education. Twenty-nine articles are classified into seven main sections: concept and history; interagency perspectives, community involvement; educational and curricular perspectives; planning and implementation; coordination; and, evaluation. Also included is a subject index of over 600 other **Community Education Journal** articles.

Community Education: From Program to Process to Practise: The School's Role in a New Educational Society **3,4,5,6,7,8**
Minzey, J.D. & LeTarte, C.E. $15.75
Pendell Publishing Company, 1979

This is probably the single most important book which has been written in the field of community education within the last ten years! The authors' central thesis is that "there is a vital difference between the terms PROGRAM and PROCESS and an understanding of this difference is critical to the development of meaningful community education. In fact, this difference is so important that without an awareness of the meaning and potential of each term, community education will probably not make the significant change in the community which it is capable of making. Minzey and LeTarte cover a wide range of subject areas, including major sections devoted to the community education concept; initiating and developing the concept; programme development; staffing, economic considerations; and facility improvement and evaluation. A section of particular interest to schools investigating the concept is determining and meeting staffing needs, which details the skills and attributes required by community school personnel and discusses methods of establishing an inservice programme to meet staff needs.

The authors have outlined six objectives of community education:

1. Community education attempts to develop a number of community programmes (specific activities aimed at community participation and based on community needs and desires).
2. Community education attempts to promote interaction between school and community.

3. Community education attempts to survey community resources and to co-ordinate their interaction.
4. Community education attempts to bring about a better relationship between social and government agencies.
5. Community education attempts to identify community problems and to ferret out the needs of the community.
6. Community education attempts to develop a process by which the community can become self actualized.

Their distinction between community education and community schools is in keeping with current developments in Alberta.

Emerging Models of Community Education **3,8**
Parson, Steve $1.50
Pendell Publishing Company, 1976 (How To Series)

Parson presents five models of community education generalized from a review of specific examples of each model. The models are: No Extra Bucks - No Extra Bodies; Collunity college; Recreation/school; Community human resource centres and co-operative extensive service community education models. Selected sites that use each model are noted.

A Process Model for Community Education Development **3**
Nevada Department of Education, 1977

The purpose is to present a process model applicable to both rural and urban communities. Phase 1 of the process consists of exploring the concept with community and staff persons and the identification of leaders. Phase II consists of developing community involvement, coordination of services, development of programme and evaluation.

A Rebirth of Community: **3,4,8**
Suggested Strategies for Establishing a Community Education Program
Charles Stewart Mott Foundation, 1976 (Film)

28½ minute, sound-color, 16 mm film, 11 main filmstrips and sound cassette tapes, discussion guide, workbook, and brochure; all for initiating a community education programme. Covers formation of a steering committee, obtaining professional advice, school staff and citizen involvement, formal commitment of the Board of Education, hiring a community school coordinator, forming a community school council and evaluating the process.

Community Education: A Developing Concept **4,5,6,7,8**
Seay, M.F., et al. $18.00
Pendell Publishing Company, 1977

"Community education is a process that achieves a balance and a fuse of all institutional forces in the education of the people - all of the people - of the community." This book is particularly helpful in its discussion of programming - the need to work co-operatively with other agencies, the various clientele, from pre-school to senior citizens. . . A comprehensive vision of community education is presented - chapters deal with institutions and agencies that can contribute to community education (including almost every kind of social organization from the YMCA to the army), with leadership and leadership training, with accountability and evaluation, and with the role of community colleges and universities in community education.

A Sense of Community **3,4,7,8**
Charles Stewart Mott Foundation, 1976 (Film)

This 28 minute, sound-color, 16 mm film presents an overview of community education at work (in the community). A discussion guide is available. Many community school programmes and community education processes (meetings, interagency collaboration) are so strongly portrayed, that at the end of it the viewer realizes that she/he has observed a community of all ages, meeting many needs, and solving many problems.

The Power of Community Education **4,5,7**
Totten, W.F. $13.20
Pendell Publishing Company, 1970

After brief descriptions of the community school and community education, this volume goes on to tell about some of the ways through which community education tackles community problems such as delinquency, school dropouts, and poverty; describes programmes to encourage positive behaviour of children and youth; adult action projects for individual and community development; and how specific goals were reached. Personal cases of growth are reported, and the potential power of community education is convincingly portrayed. This is a useful inventory of tested ideas - any community school staff seeking ideas, challenges or ways to avoid boredom will find the variety very stimulating.

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Ottawa, Ontario
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Recreation Development Division
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Allyn & Bacon
470 Atlantic Avenue
Boston Massachusetts
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American Association of School Administrators
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Arlington, Virginia
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Anchor Press/Doubleday
501 Franklin Avenue
Garden City, New York
11530

Association for Supervision & Curriculum Development
Washington Street
Alexandria, Virginia
22314

Book - Lab
1449 - 37th Street
Brooklyn, New York
11218

Brown, Wm. C., Company Publishers
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Dubuque, Iowa
52001

Centre for Community Studies
Extension Division
University of Saskatchewan
Saskatoon, Saskatchewan

Centre for Leisure Studies
180 Esslinger Hall
University of Oregon
Eugene, Oregon
97403

Charles Stewart Mott Foundation
Mott Foundation Building
Flint, Michigan
48502

Child Study Association of America
853 Broadway
New York, New York
10003

Citation Press/Scholastic Book Services
906 Sylvan Avenue
Englewood Cliffs, New Jersey
07632

Community Collaborators
Box 5429
Charlottesville, Virginia
22903

Council of Educational Facility Planners
29 W. Woodruff Avenue
Columbus, Ohio
43210

Croom/Corpus
1450 Don Mills Road
Don Mills, Ontario
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Dial Press
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New York, New York
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Phoenix, Arizona
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Education Advisory
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V7V 2C1

Education Dept. of Victoria
Australian Assoc. for Community
Education & Planning Services Division
14th Floor, Nauru House
80 Collins Street
Melbourne 3000
Victoria, Australia

Education Facilities Laboratories
850 Third Avenue
New York, New York
10022

Etobicoke Board of Education
1 Civic Centre Court
Etobicoke, Ontario
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Belmont, California
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Federal Community Education Clearing House
6011 Executive Boulevard
Rockville, Maryland
20852

The Free Press
Division of Macmillan Publishing Co., Inc.
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Washington, D.C.
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Publications Division
881 Peachtree Street, N.E.
Atlanta, Georgia
30309

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80466

Institute for Non-Profit Organizations
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New York, New York
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Boulder, Colorado
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Division of Bell & Howell Co.
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Elementary School Principals
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1904 Association Drive
Reston, Virginia
22091

National Community Education Association
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Suite 536
Washington, D.C.
20005

National Press Books
850 Hansen Way
Palo Alto, California
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Public Relations Association
1801 N. Moore Street
Arlington, Virginia
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Nevada State Department of Education
Superintendent of Public Instruction
Department of Education
Carson City, Nevada
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New Jersey School Board Association
315 W. State
Trenton, New Jersey
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Salt Lake City, Utah
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Southwest Regional Center for
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Tempe, Arizona
85281

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155 College Street
Toronto, Ontario
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U.S. Dept. of Health, Education & Welfare
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Bureau of Research
Washington, D.C.
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Community Education Program
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